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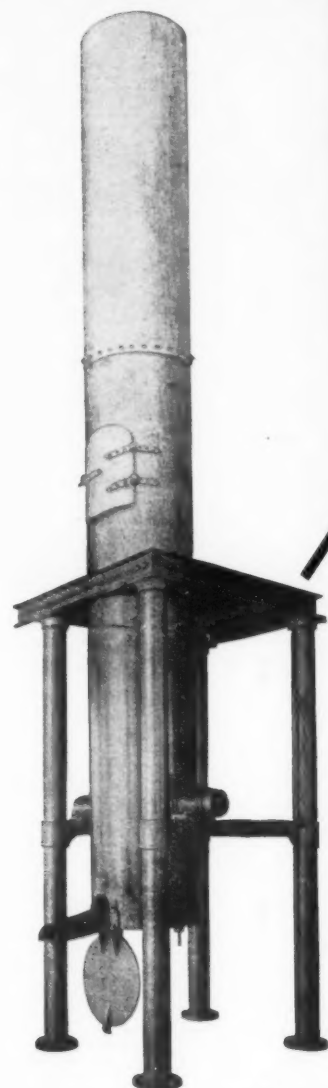
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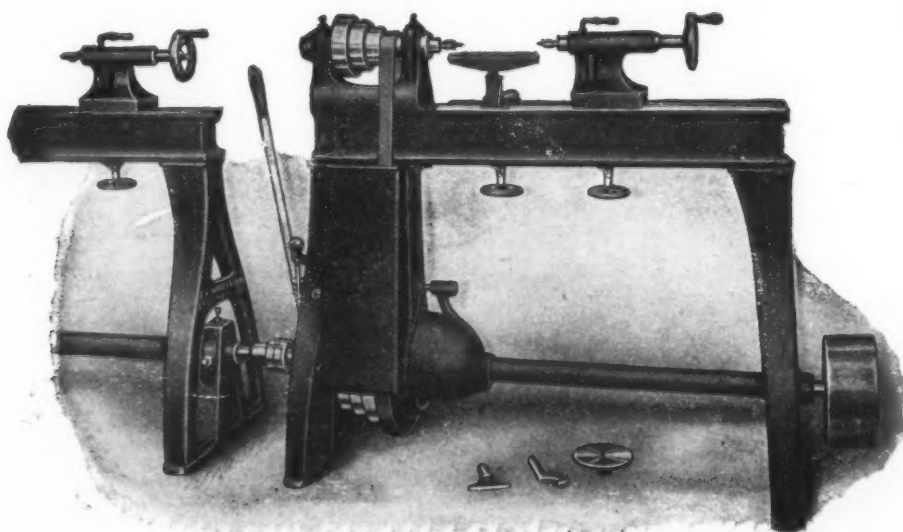
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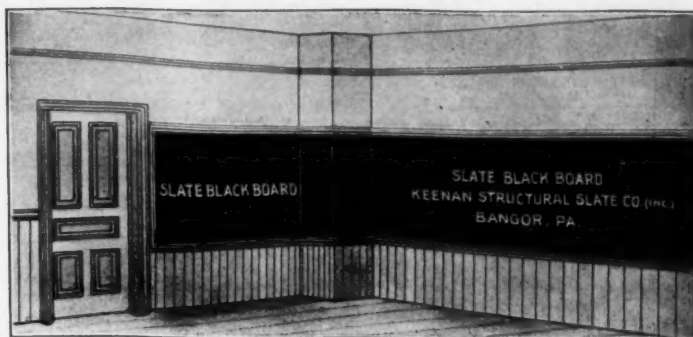
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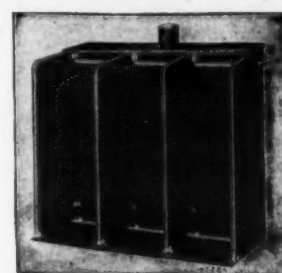
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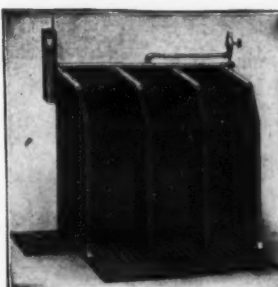
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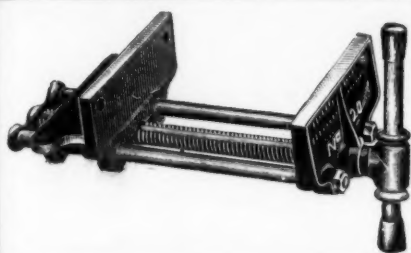
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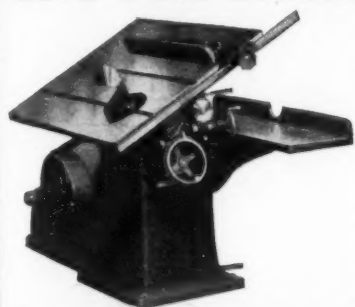
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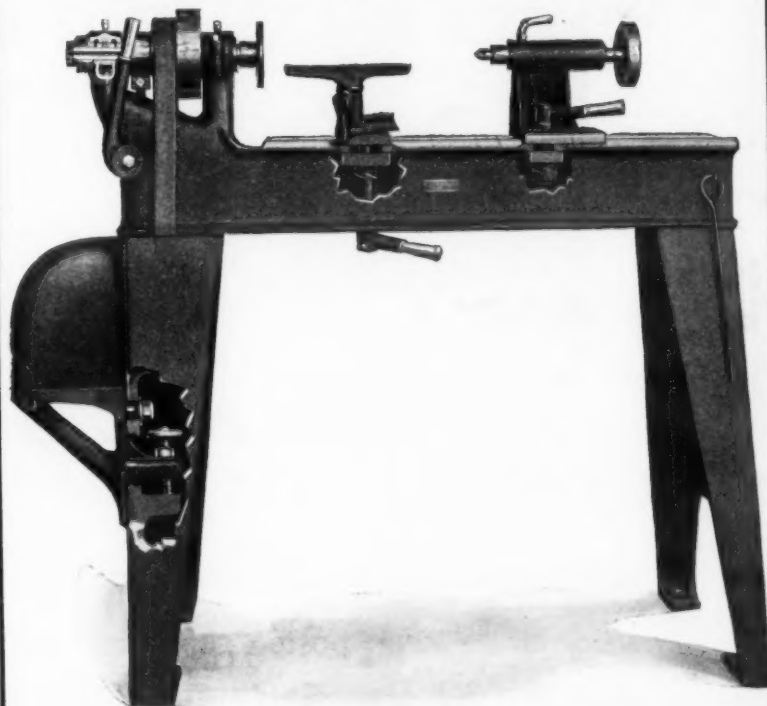
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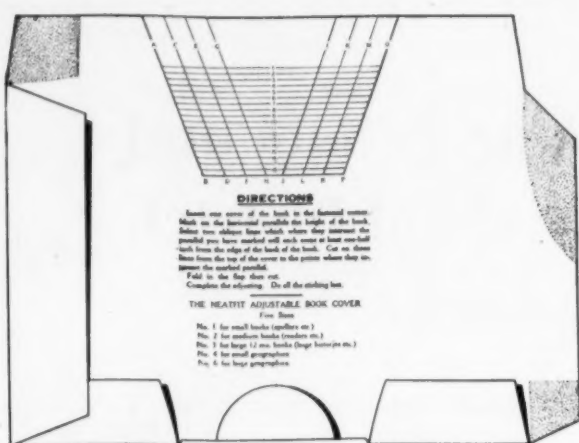
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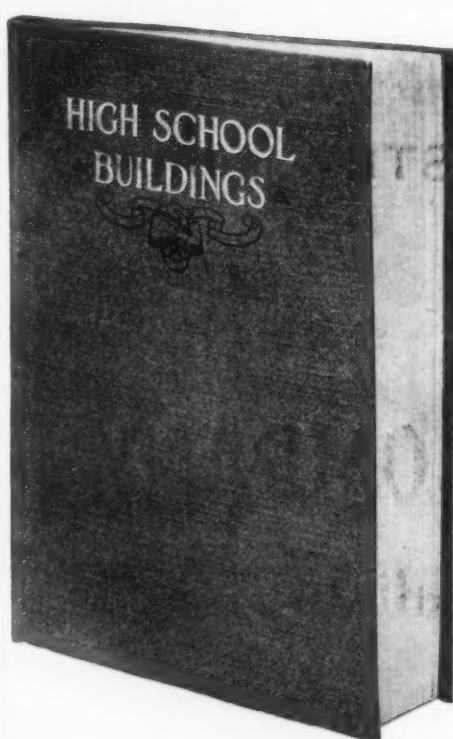
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School Board Journal

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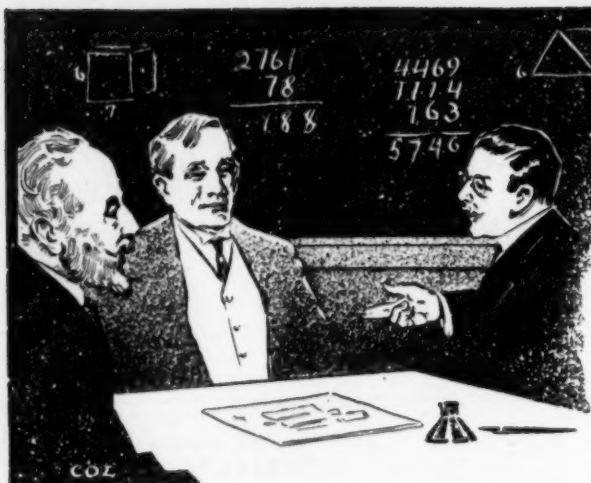
JUNE, 1913

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"SHOP EARLY" AND AVOID THE RUSH.

It is a remarkable fact that hundreds of schools are delayed in opening every fall with incomplete equipment, due wholly to a lack of foresight.



The Superintendent and the School Book Question

By Supt. CARROLL G. PEARSE, Milwaukee, Wis.

School books are highly important tools of the schoolroom; and upon the skill shown by the teachers in using these tools, and in training their pupils to master the art of using books, depends much of the success of the school.

Tools in all trades were once much cruder and simpler than now, yet very good and beautiful woolen rugs, furniture and sword blades were made with them. Today we think it worth while to have the best and most improved tools for our workmen in all our handicrafts. Text-books were formerly cruder, less complete, less correct and less attractive than today, yet some very good teaching was done and some very good samples of work of the schools were sent out. We are less wise than the mechanic or the manufacturer if we do not take advantage of the best product of our school-book publishers and place in the hands of our teachers and their pupils the best books which modern educational, literary and mechanical skill have put at our disposal.

How Books are Selected.

In the small rural school the teacher, or the county or state selecting authority, or, in a multitude of cases, accident or the persuasiveness of an agent determines the choice. But, in all the groups of schools situated in towns and cities and supervised by a responsible head who organizes and oversees the system and its workings, that head,—the principal or superintendent,—has large responsibility for the choice of the best tools.

If the superintendent is wise, he consults those who work with the tools in hand,—the teachers in the classrooms,—as well as with his assistants in the executive management. After the superintendent, advised by these others has made a recommendation as to books, the governing body of the schools, the school board, chosen by the people to control and give general directions, may very well examine and pass upon the recommendation of its professional advisers. It may decide whether to accept it, or to reject it and ask for another recommendation. But the responsibility for making wise recommendation rests upon the head of the schools. He cannot always follow the preferences of his teachers; sometimes his wider knowledge of conditions and purposes gives him a truer vision of what is required. His advice will not always be pleasing to his employers; they sometimes have friends or "predispositions". But in any event it is the right of his board to have, and his professional duty to give, his recommendation, clearly stated, and re-enforced by a proper showing of reasons. Usually a full discussion of matters will bring a cheerful agreement.

The Superintendent and the Bookman.

While the superintendent deals with the school-book question from the standpoint of his

schools through his teachers and the school board, from the other side he deals with it through the "bookman", the representative of the school-book publisher, and this pilgrim of commerce becomes an important factor in the school-book problem.

The bookman of the day is, speaking generally, a substantial modification of his prototype of a decade or two ago. Often he has been a school-man, a good one, before taking service with a publishing house. He presents his wares on their merits; he knows his books and can show their value. His presentation is a material advantage to the superintendent, who can in a half hour's talk get all the points of the text offered, more clearly and more thoroughly than in a long and tedious study of the book by himself. Such a presentation of his book by each agent does not preclude a careful review and re-examination of all the texts by the superintendent, later, in the light of all that has been said.

The bookman is also a valued instrument of educational enlightenment. He is usually possessed in his own right of a good knowledge of schools and school management; he comes in contact constantly with the newest plans and ventures and the most successful methods; he learns in his travels all the educational news. When he is "right", personally, he is welcome, as of old time the tin peddler or the circuit rider; and he is often as useful in educational cross fertilization as the bee. There are still men in the business who are mischief makers and tattlers; there are still those who try to work up a "pull" with school-board members. There are still some who argue for adoptions on the ground that they or their employers are "tax-payers"; who try to ingratiate themselves by buying luncheons and providing automobile rides. There are still those who follow women teachers, and especially women principals and superintendents, about at conventions and teachers' meetings, and thrust upon these school-mistresses attentions and favors which the bookman's victims are not always wise enough or skillful enough to avoid. But the men who depend upon such arts and those whose arguments are habitually plied across a table in the back room of a saloon, are already the exception and are each year growing fewer.

New Ideals Prevail.

The publishing houses are doing much on their part to bring in a new era in their field. One firm of the last generation, which many years ago lost its identity, left a dreadful, slimy trail over the school-book business. The one instruction given to the agents of this house was reported to be "Get the business"; and many houses which would have chosen other methods, felt that they must fight the devil with fire. But few of the controlling spirits of that period are in command today. A new generation has put new men with other ideals into the manager's chair in most of our school-book publishing firms. Few of them now try to act as

brokers of positions, and to push men they think are friendly to them into principalships and superintendencies. Few now try to entertain schoolmen at educational conventions and on their visits to the city in such a manner as to make it embarrassing for the schoolmen to refuse requests which may be made by the publisher's representative.

The school-book publishers are also alert to find manuscripts for new books of merit, which will commend them to their trade. Commerce has ever been education's able ally; and the best books to be found by the publishers are brought to the attention of superintendents and school boards, to the great advantage of the schools.

The Superintendent Independent.

And in this general forward movement the superintendent has also moved forward and occupied new ground. He has come to be less a mere schoolmaster, and more a man like other men, able to be a part of the social and business life of his town. Gone alike is the superintendent who, to show his independence, must treat the bookman as one with whom he can not safely associate, and that one who was the vassal of the enterprising representative of some publisher. And with the passing of this latter class, the city whose school books are all from the list of one publisher is becoming each year harder to find. Into the superintendency are coming, year by year, more young college and normal-school men, "forthright, alert, accepting," clear-eyed, ready to talk and deal independently and without fear or suspicion, with anyone who offers something which promises to be of value to the schools. These men understand the canons in use among business men; they know that men go to luncheon together so that they may save each other's time while talking over business; but they will not always be the recipients of favors. If they lunch with the bookman when they visit his town, he lunches with them when he comes to theirs. They are not, and the bookman knows they are not, influenced by a luncheon or a dinner taken with him, any more than they would be by one eaten in company with a merchant or a doctor of their acquaintance. The superintendent of the day retains his self respect, while being a good fellow; it is his pleasure to see that the little courtesies given and received between men are not allowed to over balance heavily on either side. With those bookmen whom he receives into his friendship he maintains the relations usual between self-respecting gentlemen.

There are still a few, a very few cities known to be "rotten boroughs"—the preserves of certain publishers. There is a certain small number of men in the business who are favored of the overlords of these boroughs and hunt in these preserves,—occupy these superintendencies. But the number of these towns and of these men grows less year by year. The impression that in general, any other than correct business and professional relations exist between schoolmen and bookmen, no longer has any foundation in fact.

Note—No prominent American educator has had better opportunity of observing the relations of superintendents and representatives of school-book publishers than the writer of the present article. As city superintendent and as officer of state educational and national associations he has seen every phase of the subject he discusses.

THE INTER-RELATIONS OF BOARDS OF EDUCATION, SUPERINTENDENTS, TEACHERS AND CONSTITUENCY

By Superintendent JOHN DAVISON, Lima, O.

The widely divergent ideas entertained by many very worthy and sensible people in regard to the powers and duties of school boards and superintendents, make the subject of this paper one that is not at all easy to discuss. The importance of the topic renders its discussion of value to all; but the variance in the amount and kind of service expected from the superintendent, the responsibility that rests upon him and the power given him to discharge that responsibility, the authority placed in his hands, the attitude of the community toward the schools, and many other features, differ so widely in different cities, that it is difficult to state the metes and bounds that ought to be fixed for the greatest good of that great institution in American civilization,—the public school.

The Superintendent and Board.

First, of all, under any condition a superintendent must stand four-square to his job and know his exact relation to every feature of his work. In certain lines his authority must be unquestioned and his acts must be decisive. To other questions he should hold a joint responsibility, and to still others his position should be advisory only. When these things are understood by all concerned, there is only one safe position for any superintendent to take. At all times, under all circumstances, and in all places, steadied and sustained by an accurate sense of the fitness of things, he must present his views and take his stand upon all questions belonging to his legitimate field, with all the fearlessness of a fearless nature. He should have the right,—and claim it energetically if ever it is questioned,—to speak his mind fully and frankly upon all matters pertaining to the welfare of the great enterprise over which he presides. I made this statement once in the presence of a fellow-superintendent of a large city system, and he said to me: "What! do you dare to speak out on any question in the open sessions of your board? There is no *dare* about it,—it is the superintendent's simple duty; and in Lima, at least, the superintendent is always expected to speak with perfect freedom. He is always invited to do so, in fact; and this practice saves an immense amount of time and trouble in the way of explanation and discussion. The superintendent should always present his views freely and positively and never consent to be covered up or smothered in secret sessions of any committee. He is the servant of the Board, to be sure; but he is also the servant of the people, and the people have a perfect right to know his individual opinion on all school matters. And no superintendent can do a better thing than to thoroughly consider and carefully study the important problem, how best to secure and hold the full confidence of his community.

If a superintendent has worked from good motives, and seeming personal troubles and apparent conflicts with his board or any member of his board, cause him annoyance, he will clear the atmosphere quickest and best by meeting any such question fairly and squarely at the earliest opportunity in a dignified, straightforward, gentlemanly manner. He should never cringe or cower, or fawn or flatter, or attempt explanations when explanations are not essential, as such action will always weaken him with any sensible board.

If a superintendent has some new departure to propose in connection with his work, he

should advocate it openly, forcefully and wisely, and present his proposition squarely so that it may be thoroughly understood by the entire board. But it should certainly also be said that the superintendent should always be loyal to the decisions of the board. His views on every question should be presented plainly and unequivocally. But when the debate has ended and the decision has been reached, no matter to what extent that decision may be adverse to his views, he should be intensely and religiously loyal to the decision rendered, relying upon the unquestioned proposition that no responsibility as to results can rightly attach to him when his position has been positively taken and his duty discharged.

The Ideal Board of Education.

The superintendent is the executive officer of the board; and from the superintendent's point of view the ideal board is a board with a small membership, composed of live, progressive men. Fortunate is the community which has a board that depends upon its superintendent as its executive officer to do its work, and not upon its special or standing committees. Such a board can and should act in a critical capacity as to whether or not its superintendent is getting such results, as the board has a right to expect. The members of the board should always be ready and willing to help the superintendent by advice and counsel, and then if he fails, they should tell him so and look elsewhere for a man who is able to take charge of their schools and do effective work.

Mr. E. A. Dean of Lima well set forth these facts in an address before the school board there some time ago. Let me quote his words:

"In the selection of a superintendent a school board shows its skill and wisdom. After the selection comes the test of courage. The school board that is brave enough to place the responsibility of the school on the man elected and to give him the power to meet this duty has gone a long way on the road to a good school. The superintendent should nominate every teacher. If he cannot be trusted to do this he should be dismissed and a man secured in whom the board has such confidence. No board has a right to hold a superintendent responsible for the success of a school if it does not give him the right to name his helpers and to locate them where they can do the best work.

"In the selection of a superintendent and in the ratification of his nomination a board should be ignorant of two things,—religion and politics. Of course, a teacher should have both religion and politics; but the particular brand should have no weight either for or against his employment."

No superintendent should ever offer any excuse for failing to secure the results expected, when he has proper help and advice from his board. But nothing on earth will lead to a superintendent's failure more quickly than a lack of proper co-operation on the part of his board.

The ideal board is not a large board from the superintendent's point of view. A large board is not likely to understand thoroughly or appreciate fully the work that a superintendent is trying to do for the good of the schools in any city. In many respects the large board is in every way inferior to the small board under all ordinary circumstances.

Representation at Large Desirable.

The ideal board is also composed of men who are elected at large. No board member should ever be elected in any city or in any community merely to represent a certain district, ward or

section. Each member of every board of education should serve his whole community, and not a fractional section or part of that community. A man from the seventh ward or the thirteenth ward may be inclined to remember the needs or interests of his own particular ward rather than those of the entire community or city. The man with vision large enough to see and understand the entire system and its application to every part of the community, is always better qualified to serve the best interests of all the children of the city, than the man who sees only a single limited section. And it must never be forgotten that the schools in every community are intended to serve the best and highest interests of all the children of all the people of that community.

The ideal board is a board upon which the cranks and hobbyriders and extremists and faddists are not represented. There needs to be an evenly balanced, sane and sensible school administration everywhere. There is not a single school virtue that may not be made objectionable to the children of any school at the hands of some cranky official. Medical inspection and scientific temperance, and the teaching of patriotism, and instruction in fire dangers, or almost anything else,—each and every virtue and every rule of conduct can be made ridiculous and loathsome to teachers and pupils alike, if some cranky board member or some lop-sided superintendent constantly emphasizes one or a few things to the exclusion of everything else.

The Real Work of the School Board.

It is not the work of the school board to deal directly with the schools and pupils and to criticize the work of the teachers. It is not the province or the function of any school board to deal directly with schoolroom problems, or to have conferences with teachers and pupils in regard to school administration. In other words, it is not the business of the school board to supervise the work of the teachers or to superintend the schools. The truth of the matter is that the affairs of the school board are largely business matters. The fixing of tax rates, the fixing of the length of the school year, the distribution of funds, the erection of buildings, the making of provision for repairs, the buying of supplies, the employment of janitors, the purchase of equipment, and the making of rules and regulations for the general government of the enterprise,—these constitute the greatest part of the school board's business.

Politicians of a low and disreputable sort, saloon-keepers and kindred spirits, have no place on school boards. Men who once taught school and have never learned anything about it since, had better not be put on the board. The ideal board member is the man that has business ideas, that is sane and broad-minded, and free from political and denominational influences so far as the schools are concerned, that is progressive and wants only the best things for the schools, and that has an eye single to the welfare of the educational interests of the community. The ideal board member can not be swerved from his purpose of doing his duty wholly and fully. He is not afraid of the expert in school affairs. He believes in plenty of training and experience for the schoolman. He extends to the superintendent the broad sympathy that gets the best out of the superintendent and makes him glad that he is alive and working for such a fine board as he has.

It is unquestionably true that it is a large part of a superintendent's duty to see to it that

EDITOR'S NOTE—This paper which formed the basis of a discussion before the Ohio Association of School Boards, presents some very plain facts which school boards and superintendents alike are apt to forget.

his teachers are kept moving all the time along the important lines of educational progress. Wide reading and constant study, and much discussion of such methods and topics as are necessary to enable all teachers to keep in close touch with the advancement of the times, are absolutely essential to the welfare of the educational enterprise. In this particular field the Superintendent's personal touch is a factor of very great power.

The Superintendent and the Teachers.

The superintendent should be the head of the system and not a figure-head. Everything pertaining to the school should be understood thoroughly by him. Questions and complaints, whether of parents or teachers, or patrons or pupils should be settled by him or in his presence. Of course he can not be omniscient or omnipresent, but he can be superintendent by having a fixed and definite system through which he can reach every avenue of school work. He can hold meetings with teachers and conferences with supervisors and principals and visit his schools from time to time, and thus keep in close touch with every department of instruction. If on his rounds, he will note the things commendable and criticizable, particularly those of a general nature, and comment upon them in the teachers' meetings with frankness and kindness and in a spirit of helpfulness,—always eliminating the personal element,—he will always have profitable meetings and an interested audience.

No superintendent can use his time more effectively than by establishing frank, cordial, helpful, and sympathetic relations with every teacher. The teachers should have his confidence and he should have theirs. They should know and feel that his criticisms and suggestions are all given for their benefit. Full confidence in his judgment and in his spirit of helpfulness should never be wanting. All teachers need the helpfulness that reaches them from honest hearts, friendly hands, and plain words; and they should always welcome the visits and suggestions of a superintendent who carries such a spirit with him. The superintendent should be open, frank, honest and fearless in dealing with board members and teachers and pupils and parents. A teacher should never be deceived by leading her to believe that she is succeeding when the contrary is true. It may be painful for the superintendent to make known to her that she is failing, but sometimes

it must be done, and then the better way must be pointed out.

These are two things a superintendent must know: What is good for his school and how to get it. The first implies knowledge of school work; the second knowledge of people.

The Superintendent and Public Opinion.

There is an atmosphere of public opinion that causes a school system to blossom and be fruitful; and there is another atmosphere of public opinion that takes from a school system all the life it seems to have.

The school itself is largely responsible for the public opinion in which it lives. If public opinion concerning the school is continually bad, the school administration must be at fault somewhere. If the school continues for any length of time worthy of the support of public opinion, it will receive that support. If public opinion does not change, the school administration ought not to change.

The best school is the school that most nearly meets the needs of the community where it is located. That school most nearly meets the conditions when it is a magnet, by its irresistible force drawing all the young life of the community into it, and thus, through its moving power, readjusting, modifying, and uplifting the life of all the people, old and young, in that community. If the school is lifted up and exalted in any city, it will draw the young life in. And when the young life is touched the school is likely to arouse the parents and they will reinforce the work of the teachers. In this way the school builds up a healthy public sentiment in its favor.

And let me say further that unless we show, in all our efforts at management and discipline, that the school exists for the children and not the children for the school, we shall fail to enlist the public interest. Even among the most ordinary common people, there is a vast amount of common sense which sees through all pretense and sham. In our over-anxiety to show high percentages and records free from tardy marks, we may defeat the very end for which the schools exist.

The high school can do much to enlist the co-operation of parents and patrons. It must have breadth as well as depth. It must have courses that prepare young people for college, and other courses that appeal to those who do not intend to go to college. This gives breadth to the work of the high school, appeals to all classes, and makes the high school the school

of the people, and not the school of a certain class. It is simply good common sense to open the doors of the high school to all who can possibly avail themselves of its privileges. When this is done the common sense of the people always approves it, and it is well that it is now being done almost everywhere. On all occasions it is well for the superintendent and board members to lead all parents to appreciate the fact that the high school is for every child, and to inspire every child with a desire to go to the high school.

If the superintendent impresses himself upon his board and his people as a man who knows his business, and is filled with the spirit of service, willing to give himself freely for the cause he represents, his board, I think, will gladly accord to him the right to appoint his teachers and other supervisors for the schools,—a right which must be largely his, or else all his plans may come to naught because of inefficient assistants. No school without a strong instruction corps can long hold the respect and confidence of the people anywhere.

And with the privilege of appointing teachers also comes a duty; if the superintendent selects the teachers, he must bear the responsibility of dropping the inefficient. He must be willing to tell a teacher where she is short, and to lend her all possible aid to overcome her weakness; and then after he has done all that can be done for her, if she is still below the standard, he must tell her that she is unable to do the work and he can not re-appoint her to a position in the schools. This is never a pleasant duty, but the schools are for the children and not for the teachers, and the interests of the children are always paramount. When it is known that efficiency, both in ability to instruct and in the spirit of the work, are the characteristics without which no one can hope to hold a position for any length of time in any system of schools, the confidence in the administration which this knowledge begets among the people in almost any community will create a strong public opinion in favor of the schools.

Both the superintendent and the members of the board should have due regard for public opinion. They should study public opinion with unceasing care, but study it, not to yield to it as their master, but so act in respect to it as to accomplish their own well-considered purposes for the good of the great enterprise with which they are connected—to bring it to the

(Concluded on Page 70)



Is Fire-Proofing Worth While?

The illustrations above show the Gaston Street School, West Orange, N. J., which was destroyed by fire about 8 P. M., February 27th. The report of the architects, Dillon, McClellan & Beadel, New York City, who were commissioned by the New Jersey State Department of Education to examine the ruins, shows that the fire originated in some rubbish in the basement manual training room and crept up inside hollow wooden supports and partitions to the second floor. When it was discovered, but a few minutes intervened before the flames swept through the entire first and second floors and cut off the escape of more than twenty persons in the assembly room on the third floor. Some of these were injured by jumping from windows and the rest were rescued by the fire department, by a very narrow margin.

The experts in their report concluded that "It is evident that if the building had been built under the recent regulations, its destruction in this manner would not have occurred, and that if there had been fire-proof doors cutting off the stairways from the halls, they would have been kept free from smoke and flames; at least sufficiently to permit escape through them."

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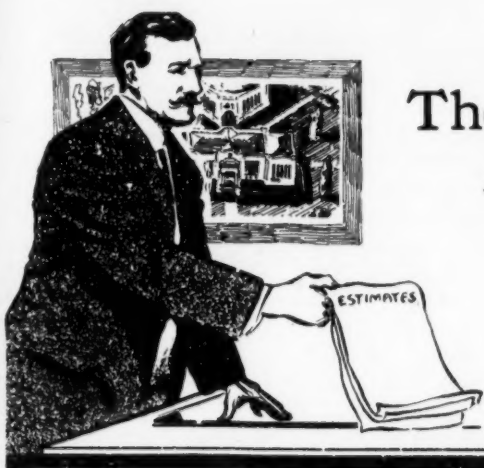
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The Standardization of School Accounting and of School Statistics

By HENRY R. M. COOK, Auditor Board of Education, New York City



Education can be so administered from a practical standpoint as to represent the best possible public investment. Returns from this investment are reflected in the progress and in the enrichment of the nation.

Defective administration of any activity leads to imperfect results. Therefore education thus controlled may become, in a sense, a public expense instead of a public investment and a public benefit. The term *expense* in this connection is not applied exclusively to financial expense, a factor readily controlled as to volume, but to that more important factor under consideration, namely,—expenditure of time. Defective administration is the most common means of wasting time and of thus occasioning permanent and irreparable loss to the educational unit,—the pupil.

Varying Phases of School Conditions.

Whether the problem arises from inadequate control, inertia, faulty method of instruction, parsimony in the providing of funds, lack of stability in the method of funding, local political interference and domination, or other complexities, it tends ultimately to defective administration, and to the transformation of a common asset into a public expense. Mistaken economies of one period, followed by prodigal expenditures in the next, disturb the continuity of policy and militate against high efficiency of administration. Few if any school systems present exactly the same conditions or the same problems. Each separate school system has local difficulties and situations peculiar to itself.

Physical conditions are rarely the same. For instance, the educational plant which is considered ample and sufficient for the purposes of one community and which is regarded as an object of civic pride, if located elsewhere might be condemned as inadequate, inefficient and even unsafe.

Financial conditions vary greatly. For instance, a school tax based upon the assessed valuation in one city, might produce an abundance of money for educational purposes, but the product of the same tax rate applied in another locality, might be inadequate to maintain even a low standard of efficiency. Differences in local cost of living, in labor, or in materials, demands for other public improvements, pleas on behalf of special projects, etc., coupled with limitations on financial resources,—all these influence the disposition to provide liberally or meagerly for school purposes. Annual sufficiency of educational funds as the result of abstract financial judgment is rarely, if ever, found.

Standardized Accounting and Statistics a Help and a Guide.

School accounts and school statistics are so closely linked and interwoven, that, in order

to be most effective, they should always be in a parallel position. It matters not whether there are under consideration the affairs of a single school or of an entire system, the same applies. While standardized accounting and statistics may not be the panacea for all of the ills to which a school system is subject they nevertheless represent aids to administration and development,—aids which cannot be ignored or discounted, and which ought to be reckoned with at every turn. One of their greatest uses is to indicate conversely the growth and progress of an educational undertaking or activity through a process of periodic comparison, and inversely to detect shrinkages and leaks. With a fair range of comparison, the wisdom or unwisdom of continuing given lines of action, of expansion, or of restriction, may be determined. In other words, *statistics help to make or to unmake policies*. A practical way of determining the "worthwhile" of many school policies, is to ascertain the *cost*—*cost in money to the community—cost in time to the child*.

Probably no greater service can be rendered to the cause of public education, than the adoption of scientific standards of measurement and of efficiency. The collection and collation of educational facts of unequal weight and of varying consistency, produce a mystifying rather than a clarifying effect. Healthy competition and encouraging stimulus to better things is not brought about by a display of unequal or of inconsistent facts placed in juxtaposition.

Constant Raising of Educational Standards.

During the past twenty years, a general growth of business representing the development and disposal of the resources of the country, has occasioned a demand for higher educational efficiency. In connection with the trades and professions where both basic and technical standards of education are being raised, this tendency is most marked. All schools are affected more or less, but in secondary schools and in higher educational institutions, specialized and technical training have become the order of the day. This change from a former simplicity of school system to the complex condition of the present, is largely due to facts already stated. Other factors leading away from simplicity are the physical and financial problems incidental to the congestion of population in some large cities, the increasing cost of education occasioned by larger individual compensation paid to teachers, the greater cost for school plants, as increased by maintenance and operation, the erection of better, safer and more lasting buildings, the installation of improved equipment, the furnishing of free textbooks and of other supplies, the use of school premises for recreation and for other public purposes, etc.

Unless education leads all other activities, it fails in its object. Therefore, education itself in order to maintain its position in the foreground and thus to control and to better conditions of public welfare, must be logically, scientifically and efficiently administered. The

conduct of any activity or of any function cannot be properly governed without reference to facts. Unless there exists definite standards of comparison, results cannot be measured intelligently.

Aims of the United States Bureau of Education.

The United States Bureau of Education, ever-watchful of educational trend, by availing itself of its commanding position in educational administration, has secured the co-operation of school officers throughout the country. It has done this with the object of bringing about general standardization of school facts with special marked emphasis upon standardization of school accounting and of school statistics. Its work has for its aim two clear objects:

First, individual improvement and betterment of the administration and control of school systems by encouraging the introduction of comprehensive and harmonized methods of accounting and of statistics in a local sense.

Second, the collection, assembling and publication of standardized facts through the medium of customary published federal reports, in order to afford opportunity to school systems to compare equal facts and equal factors with the constructive object of awakening thought and thus improving educational administration, in the universal as well as in the local sense.

The making available of these forms of reports is equivalent to a recommendation of the adoption of a universal method of school accounting and of compiling statistics of school systems. These reports exhibit directness of purpose; their arrangement is logical; their classification and terminology are simple, clear and explicit. Thus they exemplify the well-defined principles of what are now considered to be modern principles and methods of school accounting and of school reporting. While it is obvious that their forms are so sufficiently elastic as to permit of either extension or of abridgement without distortion, in order to suit local administrative conditions of the largest and of the smallest school systems, it should be noted that the same principles permeate their several forms. The only practical difference is in the volume or in the extent of the details to be reported.

Standardization of School Accounts Not To Be Confused With So-called Uniform Municipal Accounting.

The effort to standardize school accounting and school statistics should not be associated with that movement which has been promulgated with the object of promoting so-called uniform accounting in municipalities and including school systems within its scope. It is impracticable to attempt to administer any school system along such lines. Accounting and statistical systems which are suitable for municipal or for local activities of physical character have but little, if anything, in common with education. Matters of material character and matters of ethical nature may not be regulated by a common standard. Their intrinsic difference renders this impossible. The definite results possible to the former are by no means

Note—School Accounting as one of the fundamental and least understood branches of school administration is just beginning to receive the consideration due its importance. The present article, which has been prepared for the National Association of School Accounting Officers by the leading exponent of better accounting methods, lays down the basic principles of school accounting. It will be followed by other articles descriptive of typical city school bookkeeping systems.

obtainable in regard to the latter. The items of information which might be necessary to the one would be neither requisite nor suitable to the other, and vice versa. Educational administration is not the same as the management of street-cleaning or of the fire, health or police departments. Education stands by itself; its affairs require delicate and sympathetic handling and refinements of system which must necessarily accompany refinements of organism. Notwithstanding the speciousness of the resonant title, and of the intense desire evinced by some to submerge education within the scope of municipal policies and of municipal activities, uniform accounting as applied to city government has been found to be too dangerous a proposition to which to subject school administration. Thus far, however, practically all school systems appear to have escaped from the effects of its baneful influence.

Uniform accounting, as applied to municipal affairs, means the reduction to a single system of all accounting methods, irrespective of the nature of the activity to which it may be applied. In other words the system is placed first and the object of the activity is subordinated thereto. The practical effect of the application of this remarkable principle is to reverse the natural order of things. If cause does not lead to the desired accounting effect, the remedy is to modify the cause, and thus obtain the desired effect. In the case of education, a function broad in nature yet requiring delicate treatment and care, it is obvious that the accounting principle, if applied, would mar school administration and would circumscribe its beneficent objects. School accounting statistics must, therefore, stand by themselves and must occupy a modest but helpful condition in relation to the object of all school systems,—namely, education by subserving the system and not education by restricting or hampering it.

Standardization of school accounting and of school statistics, in contradistinction to so-called uniform municipal accounting, seeks by the use of natural methods peculiar to, and in harmony with, the one function of activity to be controlled and governed, to bring together related facts. In order not to restrict the many minor local conditions and features inherent in the problem, care should be exercised to retain a sufficient amount of elasticity. In other words standardization of school accounting and of school statistics is intended to help but not to burden; to broaden but not to restrict. Agreement in regard to fundamental principles and basic methods is the keynote, but there must be full recognition of inherent differences existing in school systems. The consolidated results must in the main be in logical accord. It is the important and the fundamental principle which must be shaped. To expect uniformity in minor or in local details of school administration is to be unreasonable.

From a Local Standpoint.

The *prime factor* of school accounting is of course the accurate recording of receipts and of disbursements. This comprises what is termed "fund" accounting. A related factor is the registration against the school funds of all liabilities incurred and of the process of their liquidation and extinction.

The *second factor* is the employment of proper classifications, identifying all funds and expenditures therefrom with the organic functions and purposes peculiar to a school system.

The *third factor* is the statistical separation of all disbursements and their localization in detail under the classified functions and purposes of the school system, with the object not only of ascertaining the cost of each integral item necessary in the conduct of all activities and in all branches of school business, but also to show volume of cost. This is functional accounting;

it is best handled statistically or collaterally. Its statistical processes and workings, however, should synchronize with the fund accounting, supporting and checking the same.

The *fourth factor* is the application of statistics of service performed, as for instance, attendance of pupils, to functional cost with the object of producing unit cost.

When changes and modifications in the methods of accounting in any school system are contemplated, the foregoing factors should be ever in mind. The principles involved are basic and common to all, irrespective of the size of the system. The acceptance of these principles and of their evolution or transformation into practical methods, is the initial step in the standardization of school accounting and of school statistics along the lines promulgated by the United States Bureau of Education and as represented in the latest blanks issued.

In every school system, whether great or small, the universality of the object for which it exists tends to reduce the difficulties of standardization. Certain natural features inherent in the problem of educational administration are as well-defined in the smallest village system as in that of the large city.

Segregated Uniform Terminology and Classification.

Any expenditure of school money must cover one of six divisions, namely:

1. Instruction.
2. Educational materials and supplies.
3. Plant.
4. Maintenance of plant.
5. Operation of plant.
6. Administration.

It is only necessary, therefore, to properly classify and define these natural features, to subdivide them into the various items of information required and to add such matters of statistical refinement and adjustment as may be necessary to accord with any particular condition. Then the problem becomes simple. The intermingling of expenses, instead of their segregation under the heading of natural classifications hereinbefore referred to, is the principal reason why statistics of different school systems are of comparatively little value, when placed in parallel or juxtaposition. This will continue to be true until the wisdom of keeping accounts on standardized and natural lines is commonly recognized. When this takes place, the administrative advantages will be felt quickly and materially and results will tend towards efficiency and economy.

Reasons for Segregated Classifications.

This is the point at which to discuss the practical and scientific aspects of each of the natural divisions and classifications, with the purpose of showing logically the basis of such divisions and the relationship of each of these to the problem of educational administration.

(1) *Instruction* (educational cost—instruction).

(2) *Educational Material and Supplies*—(educational cost—physical).

Education is the fundamental object of school systems; the school unit is the pupil. Given therefore, a pupil to receive knowledge and a teacher to impart it and we have the genesis of the school. Books and material form the first important aids or adjuncts, but instruction can be both received and imparted with the existence of only the first two factors. Investment in physical plant represents merely the cost of material facility which the community is willing to contribute in order to assist the educational process. Maintenance and operation are concomitants of the plant of equipment. Fundamentally, therefore, the cost of instruction, pure and simple, should be combined only with the cost of such supplies and books as are used in connection with instruction and which can be

directly and specifically applied thereto. The resultant aggregate educational cost is then comparable with the corresponding fact of other school systems. No variable items enter into the result; nothing of foreign nature which might vitiate accurate comparison between the greatest item of expenditure in every school system, namely, cost of instruction, is included.

In the process of determining costs of the ordinary and regular educational activities the most useful factor of measurement is that of "average attendance". This is caused by the reason that, as nearly as may be, it represents solid service and shows the cost of instruction as applied to one person for a full school period. Practically, scientifically and logically, it is the only factor which can be universally employed for the purpose of determining per capita costs. All other units of measurement indicate exaggerated conditions, or are so variable as to produce only approximate results. For instance, "Register" may indicate a maximum number of children to be provided for, but for purposes of determining per capita cost it is inaccurate, for the reason that it is an overstatement of "service performed". The "attendance" of those on "register" is variable, consequently "register" as a factor would produce a unit cost much less than the true or scientific figure. Probably the most exact method of establishing costs and cost relationships is to reduce school service to an "attendance-per-hour" basis which is a refinement of the average attendance basis. While local purposes may be sufficiently subserved by production of annual per capita costs on the basis of average attendance, yet for purposes of comparison with similar activities in other school systems, if in such other systems the school service varies in volume as is frequently the case, the computation is faulty. An inspection of the United States reports shows that the number of school sessions (that is opportunities for the attendance of pupils) varies considerably in different school systems, so that what may represent full service in one may represent only partial service in another. Unless methods are standardized and results equalized comparison is futile. Of what use is the comparison of per capita costs of the evening schools of one city with those of another city, when the number of hours in one course is half again as long as in the other? Visions of extravagance in one case, or of parsimony in the other, are beheld, yet the two costs may be substantially the same when equalized on the basis of "hourly service" rendered. It is understandable that there might be a legitimate reason and a justifiable demand for a long course in one locality, while such a condition might not be admissible in another. Notwithstanding, comparative statistics which do not take into account these inequalities are frequently shown. Local pride in educational matters may be falsely awakened or wrongly dampened by reference to such a showing, which although imperfect, bears upon its face the appearance of truth. Is not this condition of itself a plea for the exposition of truth and nothing less than the whole truth? Unless statistics tell the truth in the same way, can they be of any practical value? Standardization is of course the panacea.

(Capital Cost—Sites—Physical)

(3) *Plant* (Capital Cost—Buildings—Physical)

(Capital Cost—Equipment—Physical)

(4) *Maintenance of Plant* (Maintenance—Physical.)

(5) *Operation of Plant* (Operation—Physical)

Operation may be defined as the function of conducting the physical working of a school plant for the purpose of carrying out the object for which it was created. It is a concomitant of the property investment. Its cost as a rule, bears some ratio and some relationship to the

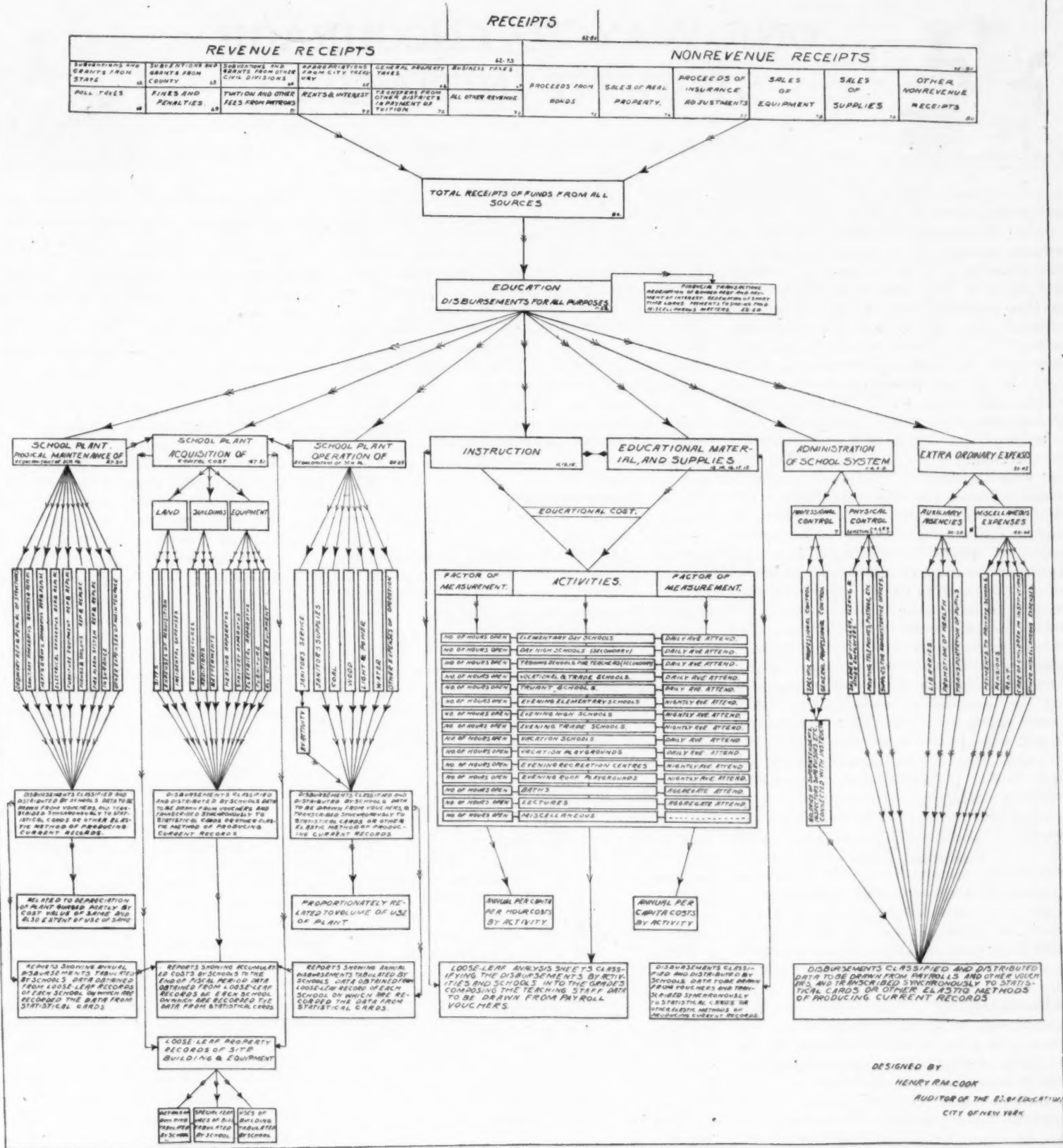
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FINANCIAL ADMINISTRATION OF SCHOOL SYSTEMS.
SCHEME OF ACCOUNTING AND STATISTICS

COORDINATING WITH THE STANDARDIZED REPORTS OF THE UNITED STATES BUREAU OF EDUCATION



DESIGNED BY
HENRY M. COOK
AUDITOR OF THE B. O. OF EDUCATION
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volume of the uses of the plant and to the number of activities conducted therein. Like the cost of maintenance, the division of operation should form no part of educational or unit cost. Similar arguments to those in the case of maintenance of the plant might be advanced. It is unnecessary to dwell further upon that particular.

(6) Administration (Administration—Physical Control)
(Educational Cost—Professional Control)

Administration is of two kinds,—that which pertains to physical control and that which pertains to educational or professional control. It is not necessary to pro-rate and to assign such

expenses to unit costs of activities, for such a proceeding would be arbitrary and at best only an approximation of fact. Rather is it better for such items to stand alone, for the purpose of annual comparison, than to submerge them piecemeal in unit costs. Thus we lose sight of the cost of an important item of school administration, practically the cost of steering the educational ship. Nevertheless, in the desire to dispose of such items, the proposition has been made that such expenses be pro-rated, for the probable reason that "out-of-sight" would mean "out of mind".

The object in thus fully setting forth the functional features of natural divisions in school administration is to show that necessity, in an accounting and statistical sense, of elim-

inating faulty theories and practices, and of substituting new thought and consideration along scientific and standardized lines.

Up to this point nothing has been either said or suggested that does not apply with equal force and effect to both small and large school systems. Consideration or contemplation of the principles enunciated should not cause school authorities to conclude that the lines laid down involve any complication whatever, or any additional work in conducting a system of accounts and statistics such as are herein suggested. On the contrary, nothing herein contained contemplates or occasions any complexities. Concentration in system will probably produce more stable information and more concrete results.

(Continued on Page 16)



ONE WAY TO ENCOURAGE STUDENT INITIATIVE

By E. C. HARTWELL, Petoskey, Mich.



It is sometimes hinted by the watchful critics of the public schools that our young people do not possess that degree of initiative which may reasonably be expected of them; that there is little originality in their thinking and still less ability in what they accomplish without the supervision of the teacher. It is suggested that the original poem delivered by the girl at commencement is not original at all, but in reality in large part the work of the teacher. What part of the finished productions presented by our high school orators and debaters is really their own and what part of them belongs to their trainer is declared to be a problem worthy of consideration. It is often asserted that boys cannot even organize, or finance their athletic activities without constant supervision. The point of all such criticism is that the school by forcing students to live under a benevolent despotism is destroying all opportunity for originality in thought or action. Whether our standards are too high or our expectations too great, most of us will be forced to admit considerable disappointment at the disposition of our young people to let some one else do their thinking for them. Of course the same lamentable trait has characterized most of mankind for all the centuries of history. Our disappointment arises from the fear that the next generation will not show as great an improvement in this particular as the needs of the age demand. Social, industrial, and political progress depend absolutely on the birth of original ideas. Do our present methods create and foster original thinking and independent action?

Interesting Boys.

Let the critics remember the task of developing originality is tremendously difficult. The pupil cannot personally investigate all the statements of fact which he finds in his text. Of necessity he accepts most of them on the word of the author. There is no incentive and little opportunity for original thinking in studying the ordinary textbook. With a good teacher, the student will be given a chance to deduce from the facts given some conclusions of his own, but even here the text will not infrequently set down in heavy type the conclusion which he is supposed to reach. Student originality has so frequently taken the form of mischief that teachers are disposed to view his powers of initiative with alarm. In the days of unsupervised athletics, so much of evil developed that there is now the disposition for the faculty to keep an autocratic hand on every student activity. Much has been written about student self-government but all those interested in the subject agree that effective government of some sort is pre-requisite to the successful operation of a school. Discipline properly interpreted, of course, is necessary. There is however, a splendid opportunity for cultivating initiative, originality, and responsibility in the management of student activities outside the classroom. Five years ago an experiment was tried in the Petoskey high school which has been so successful in developing these qualities that it may be of interest to others.

Every high school principal knows the

ordinary difficulties in the way of interesting boys in public speaking. Defunct declamation contests and moribund rhetorical of various sorts perpetuate the memory of past failures. Our local problem was to hit upon some scheme whereby boys would seek forensic training on their own account. How to generate enthusiasm of the right sort, sufficient to bring such a miracle to pass, necessitated considerable thought. Experience with the Greek letter secret society supposed to possess forensic ambitions, declared against its continued operation. The literary society composed of both boys and girls and relying on social attractions for its animus, seemed unsatisfactory. Word came that a neighboring city had organized a Student House of Representatives. A debate was arranged with this organization which fortunately for our plan was won by the local team. The three boys on the team returned from their trip full of enthusiasm for the organization of a Student House in their own high school. They agitated the matter among a few boys who were interested and the first requisite for a successful society of this sort was gained. The demand for it came from the students. It was not foisted on them by the faculty.

The Student House has been singularly successful in stimulating an interest in public affairs, encouraging the use of the library, facilitating oral expression, and developing a working knowledge of parliamentary procedure. Very many self-conscious and indifferent boys have here developed a confidence of speech which has been carried into all their work. The unanimous verdict of the faculty is that the House has been an effective means of improvement for all those connected with it. The public considers it one of the best assets of the school.

The point of special interest here, however, is that it stands as a fine example of what boys can do, if left to their own devices. The faculty have never forced the issue, never made any rules, and in fact have never done anything but what they have been asked by the boys to do. Every detail has been worked out by the boys themselves. Membership has always been optional but at the present time over half of the boys in the high school are members in good standing and there is always an attendance of boys who are not actual members. An hour of high-school credit is given to those boys whom a committee of the House recommend as being entitled to it. The committee bases its recommendation on the work done during the session.

A Faculty Member Presides.

The House never begins its sessions until after the close of the football season. It is supposed to meet in the evening, once every two weeks but as a matter of fact it meets oftener. The House determines for itself when it shall meet and when the year's work shall close. The opening of the baseball season usually closes its sessions. The House has always adopted its own rules. Regular congressional procedure being too difficult for them, they have gradually made a set of rules to govern their meetings which are parliamentary but elemental. Each year sees an improvement in these rules.

The House elects its own Speaker but since the first year they have elected a member of the faculty. The reason for this was the inability of one of their own number to prevent filibustering during the first year. As might be expected, the first meetings were very disorderly. Party spirit was very violent and members were frequently interrupted. There was plenty of interest but the value of such an organization would have been questioned by many. No member of the faculty interfered, however, and before the end of the year, a committee from the House took council with the Principal to see how the disorder might be prevented. The result was a mutual agreement among the members that thereafter there must be good order during meetings and that it would be well to elect one of the teachers as Speaker for the ensuing year. The important precedent of asking faculty advice was thus early established. It still obtains.

There has never been any disposition to resent faculty restraint for none has ever been offered. The restraints have been self-imposed with the result that the order in the House during the past year would have put a real legislature to shame. Bills are introduced, committees report, debates occur and votes are taken with strict attention to the proprieties. The question of how many speeches must be made during the session and how much preparation must be made for each in order to earn the hour of credit has been worked out in the laboratory of experience. Since the first year, party names, organization, and platforms have not followed the example of national politics. The House had a Progressive party long before the conventions of 1912. The last action of the last session was to provide a system whereby members desiring to find material for any given question shall be assisted by certain Senior members of the House.

From its start, the experiment has attracted considerable attention in this section of the state of Michigan. This interest has been sedulously encouraged. Congressmen, various state officers, and other public men have visited the House and interested themselves in its work. The effect of all this has, of course, been helpful. The whole experiment has demonstrated what can be accomplished by allowing boys to run their own activities subject only to the invited supervision of the faculty.

Very many student activities are dominated by the faculty because after all it is easier for them to do the work than to allow the students to do it. The errors in judgment and disorder sometimes accompanying the unassisted efforts of pupils are so humiliating to the teacher that there comes the temptation to use his superior ability or authority to improve the situation. Very many times such interference is wise and necessary but after all there ought to be somewhere in the high school an opportunity for students to develop their powers of individual initiative. A benevolent despotism too autocratic in its action is not a good school for future citizens of a republic.

WHAT IS A LIBERAL EDUCATION

By FRANK HENRY SELDEN, Valley City, North Dakota

So much is being said about practical education that it may be well to pause for a moment to try to renew our acquaintance with liberal education. Perhaps after our long time spent in contemplation of the newer we may see the old in a new light. Perhaps we will discover that we have, all the time, been looking at the same thing.

It is not at all impossible that the reason for these newer forms of education or new names for old forms is simply the necessary protest against calling an education liberal that is only the liberal education of another and bygone period in the development of civilization and not at all a liberal education of to-day.

It does not seem necessary to argue that what has been a liberal education for a past generation cannot be for today. We have only to sight some factor in what one may set up as a standard for such an education, and then trace this factor back to its rise as a part of human possessions to establish the fact that the definition of a liberal education must be progressive. Our present task is, therefore, not to determine what has been a liberal education, not what it may be, but rather, what it is at the present time.

Education is Progressive.

Our next step may be to call attention to the fact that if this matter of education is progressive, then to argue that certain elements have constituted a liberal education at some time in the past, is also to argue that they cannot constitute a complete liberal education of the present. We must either take the position that the factors of a liberal education are fixed or we must admit that the liberal education of today must represent developments of civilization that did not exist yesterday.

When this basis of argument is settled our problem is one of a search after those things that the progress of the race has brought about that are suitable factors of a liberal education. We cannot search and say that none can be found. To fail to find some new elements is only to admit our weakness. The very fact of progress establishes the fact that such material exists.

Must Maintain its Relations.

Again—We may argue that if a liberal education is to have any bearing upon one's relation to society, then as there is progress in society, the form, degree, or factors of the education must change in order to maintain that relation. It is not necessary for us to quibble over the fine points in a definition of education of any sort. Make the definition what you will, so that it is at all reasonable for any specified time and the necessity for a change from time to time as the conditions to which it is to respond change, is inevitable.

How must these factors change? There can be but one answer to this question, and that is: They must change in harmony with the progress with which they are to keep pace. There can be no guesswork or theorizing about what changes are to be made. To theorize or experiment in regard to the fundamentals of these changes is to admit incompetence to deal with the problem.

Patching No Remedy.

Again—as civilization does not develop by accretion but by expansion, we cannot meet this growth properly by patching onto the system or ideals of education of yesterday. No doubt it is at this point that our attempts to improve our schools have parted from the possibility of success. No doubt this artificial method of enlargement has caused not only a failure to produce a successful growth, but has also led to the most inefficient methods of studying the needs and the *most erroneous selection* of material. No doubt the method of accretion, the

patching on of fads and frills, is the easier way of presenting an apparent growth, but as none of the vital life blood of the system ever circulates in these patches no matter how tightly stuck on, they soon become only a burden and waste as often has been observed by each one who has made any considerable study of the present attempt to bring up our schools to a satisfactory present standard.

A Definition.

May we not then take as our definition of a liberal education, that education that is to the civilization of today what the liberal education of yesterday was to the civilization of its day. Does not this definition define fully for our purpose and provide a standard for all who may wish to assist in the present efforts for the universally desired better education? No matter to what school of philosophy or pedagogy one may belong, the definition will be helpful and point the true method of procedure. Take what view one may of what a liberal education should be, determine its factors for yesterday, and then advance it to present conditions. If this cannot be done, it was not a liberal education of yesterday or of any other day. If it cannot be moved up in harmony with the advance of civilization, it never was in harmony and never could be considered as liberal. In our attempt to determine the essentials of a liberal education we must begin far enough removed from the present to eliminate the influence of present-day discussions. With a clear idea of the liberal education of yesterday we may then proceed to determine the essentials for today.

The Factors in Progress.

In what has been our progress? We need not attempt to determine all these factors.

There is no serious disagreement in regard to these matters. To establish the general principle would set at work an army of individuals thoroughly competent to work out the details. The difficulty at present is, that we do not admit the principle that this progress must control the advance in education and determine the selection of the subject-matter which our schools should use. A very casual observation or the most searching study of the question will alike reveal that those who control our educational institutions and system hold to the idea in both theory and practice that the factors of a liberal education are a rather fixed quantity and that to change by assimilating new factors is to weaken rather than strengthen the result. It is not many years since an elaborate argument for this view was made by a thoroughly representative person and one need not search long in current publications to find similar arguments.

A False Assumption.

What are all these attempts at a dual system of schools but the result of treating liberal education as unable to deal with the progressive factors of society? Those who advocate the special schools may not have considered the problem from this point of view, yet there is no denying the fact. It cannot be denied that the theory of special schools is based upon the assumption that civilization has developed factors requiring an educational effort outside of the possibilities of a liberal education. This is simply stating either that there is a constantly increasing number of persons incapable of receiving a liberal education, which is simply saying that we are going to the bad; or, that we have become too good to make use of a liberal education. Those who believe that we are degenerating as a people may settle their notion with their bad digestion. Those who believe we are advancing and yet that a liberal education cannot meet all requirements of the present as it has of the past, have the burden of proof upon themselves.

A Liberal Education Sufficient.

I, for one, believe that a liberal education has been sufficient, is now sufficient, and always will be sufficient in so far as the public schools are concerned with the education of all the children. Private institutions of learning have existed parallel with the public schools and no doubt always will be patronized by some for certain reasons with which the public is not concerned. Then why all this cry for practical education, trade schools, special schools, and the like? Simply because our public schools have long since ceased to give a liberal education.

It is not my purpose at this time to discuss the details of a liberal education. I wish only to call attention to the principle by which these details must be determined, knowing both that persons in different environment and of differing education and temperament will apply them differently and also that a proper application of these principles must lead to the establishing of a really liberal education by all these various classes. Uniformity in details is neither desirable nor possible, but uniformity in the general application of the fundamental principle is not only possible, but essential.

Where We Have Failed.

Then wherein have we failed? In not recognizing the fundamental principle that a liberal education of any time or period is the outgrowth of the civilization of that period. That it is the liberal education of yesterday grown out by internal expansion to the things of today. We have acted upon the belief that education must become bigger and bigger in bulk and to accomplish this have stuck on, not only some of the things that are the outgrowth of progress, but also many things that belong to the dead and buried past; things that have many times been used in attempts to improve education and always have failed. Failing to apply the rule that in civilization's progress must be found the new factors, we have lost entirely our means of selection, and have found ourselves quite as active and earnest in attempting to annex things of the past as of the present. We have so completely lost our standard of measurement that substantially every acquisition and activity of the race, past as well as modern, is advocated as an essential of some form of school work. Our ideal of bigness has known no bounds and everything that could add to size or bulk has been annexed by some means to some part of the curriculum.

No sooner has some one found a subject that they think of use to a certain class than they ask for a law making it a part of the school work. I need not take space here to enumerate the subjects taught, that everyone will admit are not of value to every pupil and some are of very doubtful value to any pupil. Should I compile such a list each one who reads this article would praise me for including most of the names and censure me for including others. Not one subject could I mention that has not both its friends and its foes among prominent school people, while as a whole our curriculum is made up much as some appropriation bills in Congress, in which each member asks for the insertion of his pet measure and they all pass in a lump because no one dares to oppose another's measure for fear of losing his own; while little good can be said about the bill as a whole. I do not care to make a list, but suggest that each reader make a list of the subjects taught in his own school and then pencil off those thought to be useless or injurious.

Patching Not Growing.

I believe the cause of this abnormally and unscientifically enlarged curriculum is that we have tried to patch on rather than grow, be-

cause we have had no definite basis of selection with which to keep out the useless or harmful, because we have failed to realize that the fundamentals of education are always the same as expressed in terms of the age for which the education is given and therefore have made our selections of new material from superficial reasons rather than by the application of a fundamental principle. Such a method of selection must necessarily lead to choices because of personal preferences, the adding of quite as much injurious as helpful material and an interminable series of discussions and plans leading nowhere in particular. Does not a careful consideration of the present situation indicate that the discussion in all parts of this country is at present in this very condition?

Its Application.

Without going further into the general subject let us now consider the application of this principle to the present problem of "Industrial Education."

Why is it that there is such a general demand for industrial education? If our premises are correct, the answer must be that civilization has advanced beyond our system of education. If this be true, then the difficulty is not the decline of apprenticeship, but the advance of industry which has rendered the apprenticeship system inoperative and set a standard of requirements for a liberal education which the schools, as at present organized, are unable to fill.

Decline of Apprenticeship.

The decline of apprenticeship might be discussed at length would space permit, but for the present we must be content with the general statement that it is the result of progress in industry. It is not because employers cannot find time to train apprentices as they were trained in the past, but because such a training as the typical apprentice received is no longer worth while. The average proprietor of a century ago trained apprentices because he found the training which he could give of value to him and a profitable investment. The proprietor of today does not, as a rule, train apprentices, because he has discovered that such a training as he can give by the established methods of apprenticeship does not as a rule produce a satisfactory workman. These statements do not apply to such shop schools as are maintained by some employers.

Probably Mr. Naysmith was the first eminent engineer employer to discover that industry demanded something that apprentices did not get, and that some boys with no apprenticeship possessed a mental equipment and education that made them superior to regularly trained apprentices. So emphatically did these boys demonstrate their superiority over the apprentices that Mr. Naysmith avoided employing apprentice-trained boys as much as possible.

The Training Needed.

We may now ask, "What training had these boys that made them desirable as workmen in the employ of the great mechanic?" The answer is simply this: They belonged to that same type of mind as Henry Maudslay, a type that the age had developed and expressed by more or less numerous specimens in many communities. They were the few type individuals who represented the intellectual advance of the race, and so long as the higher grades of industry were so limited in extent such as these were fairly sufficient to supply the demand. Were this type of industry static rather than dynamic the few type individuals would always be sufficient to supply its limited needs. But this high type of industry develops by artificial stimulus to such an extent as to require a large percentage of similarly qualified workers while the natural development of those able to fill the positions proceeds but slowly. Consequently, the demand exceeds the supply and the lack of qualified in-

dividuals finally reaches such a stress as to be a public problem. This is where we are today and are told that the remedy is to re-establish the apprenticeship system, either by establishing trade schools, or by patching on to our present education by compelling our young people to attend school nights or part days after entering industry. In none of these schemes is there any stated purpose to develop the higher type of individual required by industry, nor is there claimed to be used any subject matter differing in essentials from that of the regular schools plus an apprenticeship training. A somewhat extended inquiry both by correspondence and by personal visits to our most noted public schools of this class has fully convinced the writer that the curriculums of substantially all these schools consist of a combination in varying proportions of these two elements. If it be true that the real problem as indicated by our definition is not the training of apprentices or establishing of trade reactions, but of a later type of education, then the present scheme for these special schools is doomed to failure in its attempts to aid industry quite as much as has been the failure of the common and unscientific manual training work to yield an industrial value. The writer does not wish to be understood as questioning the value of the various efforts now being made under the name of night schools, extension schools, etc., to teach boys and girls the simple fundamentals of a common school education,—to teach these young people what many of them studied for long years in the common schools but failed to learn.

Present Efforts Not Satisfactory.

At first thought the writer may appear to be overly confident of the application of this principle and to be asserting a personal opinion against established facts. A careful inquiry will, however, reveal that very few if any of the present attempts at public industrial education are satisfactory to their friends and none are without the criticisms of some of those high in educational circles, all of which should keep us in search of some fundamental principle big enough to control the situation and broad enough to permit each individual to proceed towards the goal without doing violence to any well considered ideals of public education. Does not the definition here given of a liberal education supply this principle?

Two Classes.

Progress is the one word that expresses the cause of all the trouble, and therefore it is by advancing a larger number of individuals toward the front rank of intelligence that we will be able to meet the demand. Those of large natural endowment will then, on leaving school,

be fitted for the large place of industry, those of lesser endowment will take their places according to their several abilities but all more useful and all in harmony with the demands of this age. It is at this point that the two great branches of educational activity are formed. The one does not recognize the element of progress as the cause and does not seek the remedy in an advanced and higher type of education. The other recognizes the element of progress as the cause and supplies the need by an education that will force all classes of individuals towards the most advanced type.

The vital difference between the two lines of effort is not that one thinks any more or less of our system of public education as at present operated, but rather that the former would supply the need by taking certain individuals and attempt to fit them by giving certain information and reactions to special details of industry, while the latter would develop all towards the type and depend upon environment and capacity to place each individual in the most suitable kind of employment.

What Material to Use.

When we clearly recognize this distinction we can have no doubt as to which plan of procedure should be followed by the public schools of a democratic country. It then becomes only a question of what material to use as a part of our school course to produce this result. This brings us again to our principles of selection and we proceed to inquire, as to what has been the chief elements of progress. This may be answered by a consensus of opinions, by a study of present civilization or by a careful search of the advanced type form. I believe that either method will yield the same result. That by any fair means of inquiry we must find the great advance of today in the power of man over solid materials. Not in his power to pile up pyramids, or to wear away his life in carving a minute image, but rather in his power to deal with and shape solid materials by the direction of his intellect rather than by muscle. It is not that his arms are any stronger than those of the workmen of past ages, for they are not. It is not that his fingers are any more skillful, for they are not. It is rather that his mind is taking the place of muscle and that his scientific knowledge of the working of solid materials gives power infinitely beyond that which has ever been possible by the strongest arm or the most skillful hand. In brief: It is the displacing of muscle by mind and the displacing of skill by science in shaping solid materials to serve the purposes of man.

A New Science.

This advance, then, has been given as the subject-matter for our schools in which we will force the development of the desired type of individual, a science. We then have no revolution in education to be brought about, no patching on to the curriculum of "fads and fills", no cleavage of our system of public schools, no changes in our general plan of courses, only the adding of another science with its laboratories and its teachers and the usual re-adjustment that must follow the taking on of a recently developed subject. This subject takes no special place, asks no special favors except such as may be accorded because of its exceptional value. It has a special and fundamental excuse for its existence in the school in its necessity as a part of the material with which the mind must deal in order to reach the advanced development necessary in modern industry. It also has the claim of being the latest development of the race, and therefore, from our definition, it may claim a very essential part of a liberal education, giving us as a result of our inquiry what was well understood by the founders of the "manual training movement" that the best

(Continued on Page 63)



FRANK HENRY SELDEN,
Valley City, N. D.

MONTCLAIR OPEN AIR CLASS

By DON C. BLISS, Superintendent of Schools

While open air classes were established in New York and Providence, R. I., as early as 1904 and their example was followed later by a number of other cities, among the smaller communities Montclair was the pioneer in this beneficent work. Its school was established in 1911, not for the purpose of caring for tubercular pupils but to give anaemic children such increased vitality that they might profit by their educational opportunities. The work was undertaken more as a preventive than a curative measure, as it was evident that the community had a considerable number of children who were likely to become infected unless some measures were adopted which would increase their power to resist disease.

The requisites for carrying out the plan successfully were (1) an abundance of light, sun, and air, (2) sufficient clothing to insure warmth, (3) opportunity for quiet sleep, (4) plenty of nourishing food, (5) protection from the wind, (6) relief from the nervous tension of a crowded room. Fortunately it was possible to secure these necessary conditions.

The building in which the class is cared for consists of a skeleton frame covered with canvas and seats twenty pupils. The tent is entirely open at the south and closed at the north. The other two sides have canvas flaps which are drawn close in inclement weather. At other times they are rolled up to give free access to the fresh air. Even in the most inclement and coldest weather the children use this school-room. The tent is close to one of the school buildings in which is located the kitchen, dining-room and rest room. The latter room is in the southeast corner and has plenty of windows which are always kept open.

Membership in the class is restricted to non-tubercular children whose physical condition is such that a careful medical examination shows them to be in need of this care. The anaemic children are first recommended by the medical inspectors in the various schools. From this number the special inspector for the open-air school selects, after a careful medical examination, the twenty who are most in need of this treatment.

As a rule these children come from homes where standards of living are low. In many cases the parents are unable to pay for transportation, so car tickets are furnished by the city. To insure comfort, sitting-bags, sweaters, caps, and felt boots are provided. The felt boots take the place of the heated soapstones used dur-

ing the first winter. The stones proved troublesome to heat and hard to handle, frequently breaking in the process. The boots have given just as much comfort with no annoyance. The rest room is furnished with steamer chairs and warm woolen blankets. Here the children rest in absolute quiet for an hour after the midday lunch. No one is allowed to disturb the class during this period. During the first few weeks many of the children found it impossible to sleep, but they soon became accustomed to the routine and slept soundly.

Here is the regular program for the school:

Program Open Air Class.

8:50- 9:00.....	Wraps
9:00- 9:40.....	School Work
9:40- 9:55.....	Breakfast
9:55-10:10.....	School Work
10:10-10:25.....	Recess
10:25-11:40.....	School Work
11:40-11:50.....	Recess
11:50-12:10.....	Washing Hands
12:10-12:40.....	Dinner
12:40- 1:00.....	Brushing Teeth
1:00- 2:00.....	Rest Period
2:00- 3:10.....	School Work
3:10- 3:15.....	Dismissal
3:15- 3:25.....	Recess
3:25- 3:35.....	Supper
Time	6 hours, 45 minutes
School Work.....	3 hours, 35 minutes
Recess	35 minutes
Meals	1 hour, 35 minutes
Rest	1 hour

The school was very fortunate in securing the services of a middle-aged woman of practical experience as a house-keeper. She proved to be an excellent cook, and possessed a qualification even more difficult to obtain, a sympathetic nature which led her to take a personal interest in every child in the class.

To insure a properly balanced ration all menus are submitted to the medical inspector for approval. One of the large dairies donates to the school four quarts of skimmed milk daily. This is used for the cooking of the cereals. In addition twelve quarts of unskimmed milk are consumed daily by the twenty pupils.

These are typical menus:

MONDAY.		
Breakfast	Dinner	Supper
Cream of Wheat	Lamb Stew	Milk
(cooked in milk)	Boiled Rice	Brown Bread
Milk	Stewed Prunes	

TUESDAY.
Hominy Scrambled Eggs Cocoa
(cooked in milk) Mashed Potatoes Bran Cookies
Milk Corn Pudding
Apricots

FRIDAY.
Corn Meal Mush Fish Chowder Egg Nog
(cooked in milk) Creamed Carrots Bread and
Milk Tapioca Pudding Jelly
Bread and butter are furnished with every meal.

A very practical feature of the work in this school is the gardening. A plot of ground about 40 by 50 feet is available for the purpose. The garden is planted by the children with the thought of raising something which may be used in preparing their own school meals. No individual plots are assigned but the class cultivates the whole as a community garden. Tomatoes, parsley, corn, beets, beans, spinach, etc., are raised. Any vegetables not required for daily use are canned for winter. Last summer over a hundred quarts of tomatoes were put up.

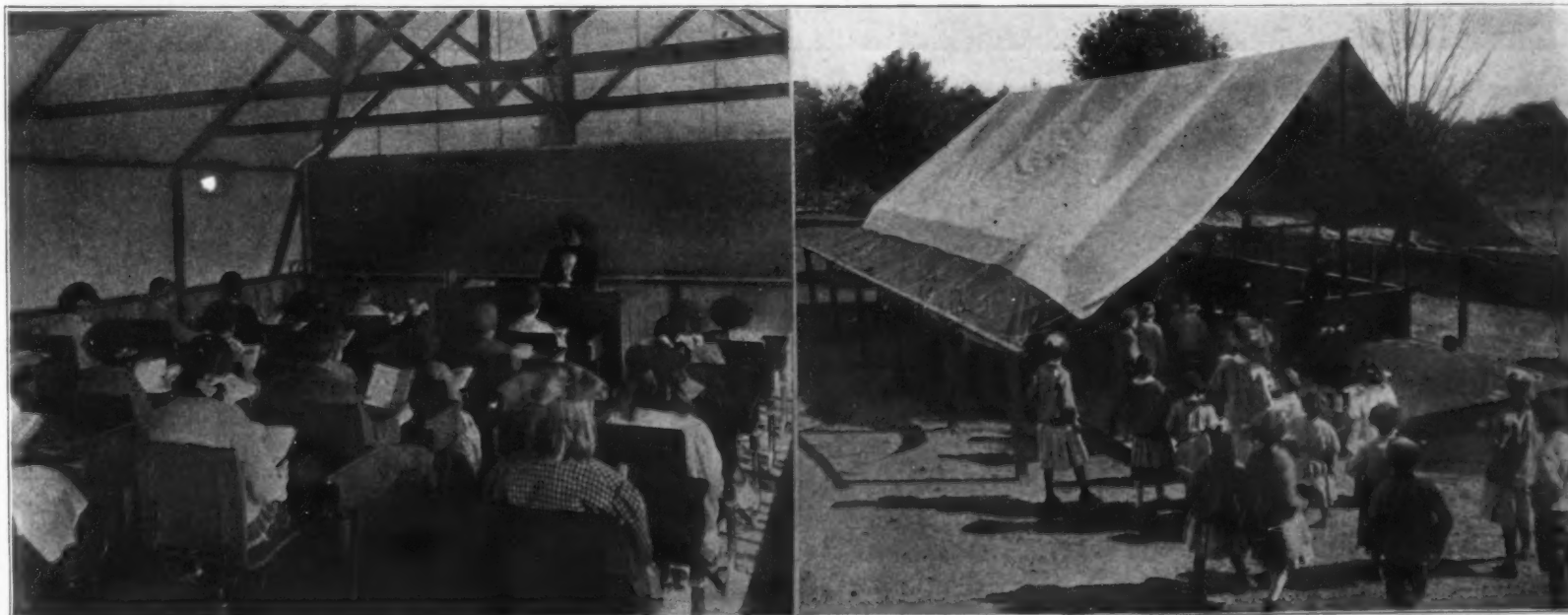
Every pupil in the class is carefully weighed each week and the weight is compared with his previous record. If any pupil should show a loss a careful investigation is made to determine the cause of this loss and to remove it if possible. When the class was first formed the pupils did not make the expected gain and for a time no cause for the failure could be discovered. At last it was found that the children were lounging in the steamer chairs instead of lying in a horizontal position. The experiment was tried of putting the chairs flat on the floor and immediate improvement began.

The recorded weights of the individual pupils show very clearly the effect of regular rest and nourishing food. Five children have been in the school since it was opened in September 1910. Their combined weights at different periods are given in the following table:

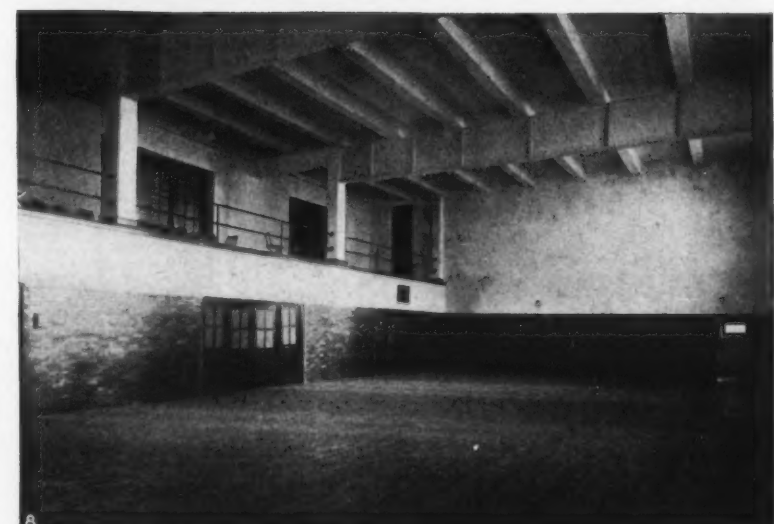
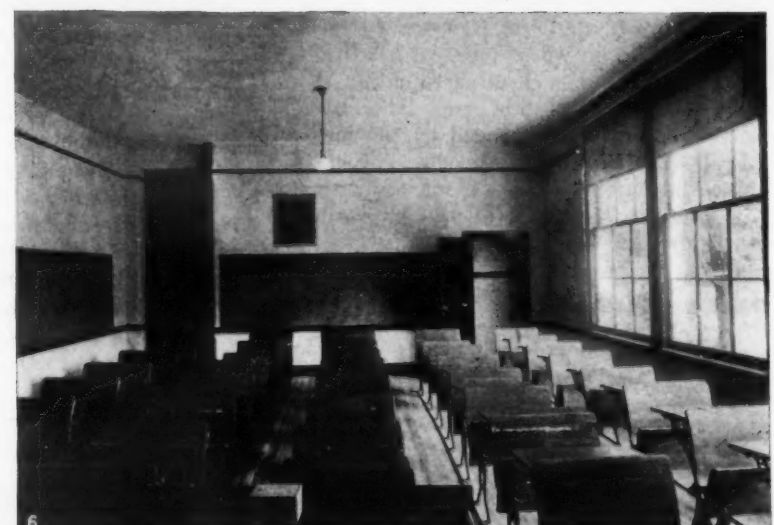
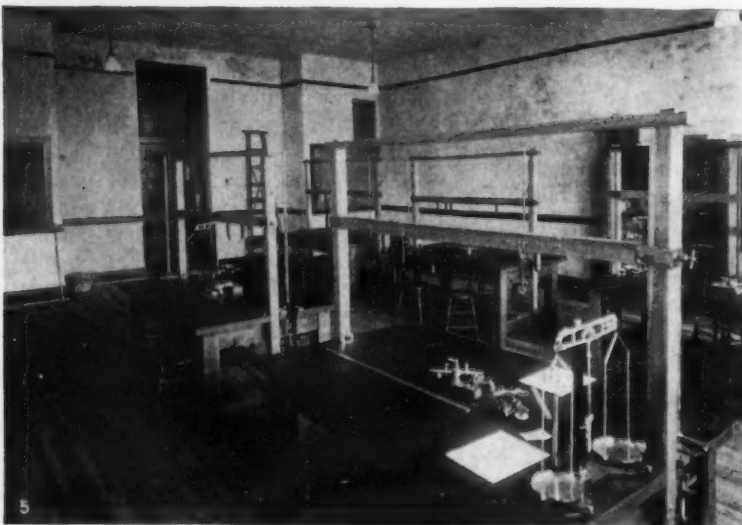
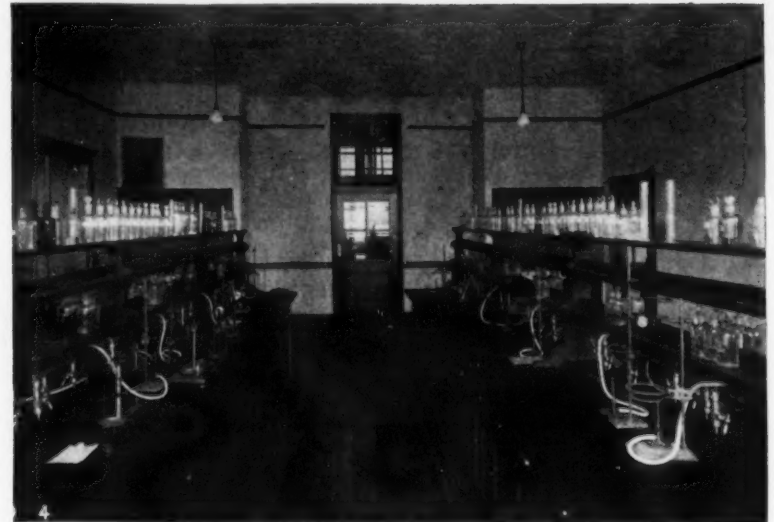
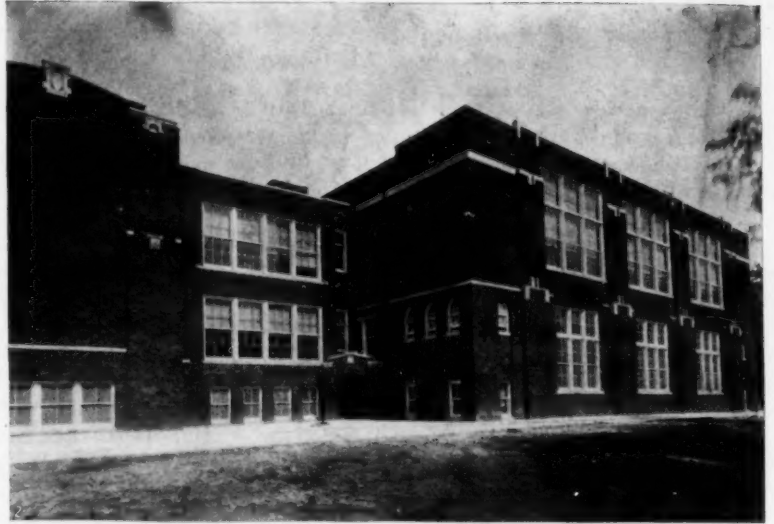
October, 1910	240 pounds
February, 1911	261 pounds
June, 1911	262 pounds
September, 1911	260 pounds
February, 1912	284 pounds
June, 1912	284 pounds
September, 1912.....	282 pounds
February, 1913.....	302 pounds

The tendency toward a rapid gain the first half of the year, followed by little or no gain the second half, and an actual loss during the

(Concluded on Page 70)



INTERIOR AND EXTERIOR OF OPEN AIR SCHOOL, MONTCLAIR, N. J.
(Views show first class enrolled during 1910-11.)



VAN WERT HIGH SCHOOL, VAN WERT, OHIO.

1. Assembly Hall. 2. Rear View Showing Study Hall and Gymnasium Windows. 3. Typical Stairway and Steel and Wire-Glass Fireproof Doors. 4. Chemical Laboratory. 5. Physical Laboratory. 6. Typical Recitation Room. 7. Science Lecture Room. 8. Gymnasium.

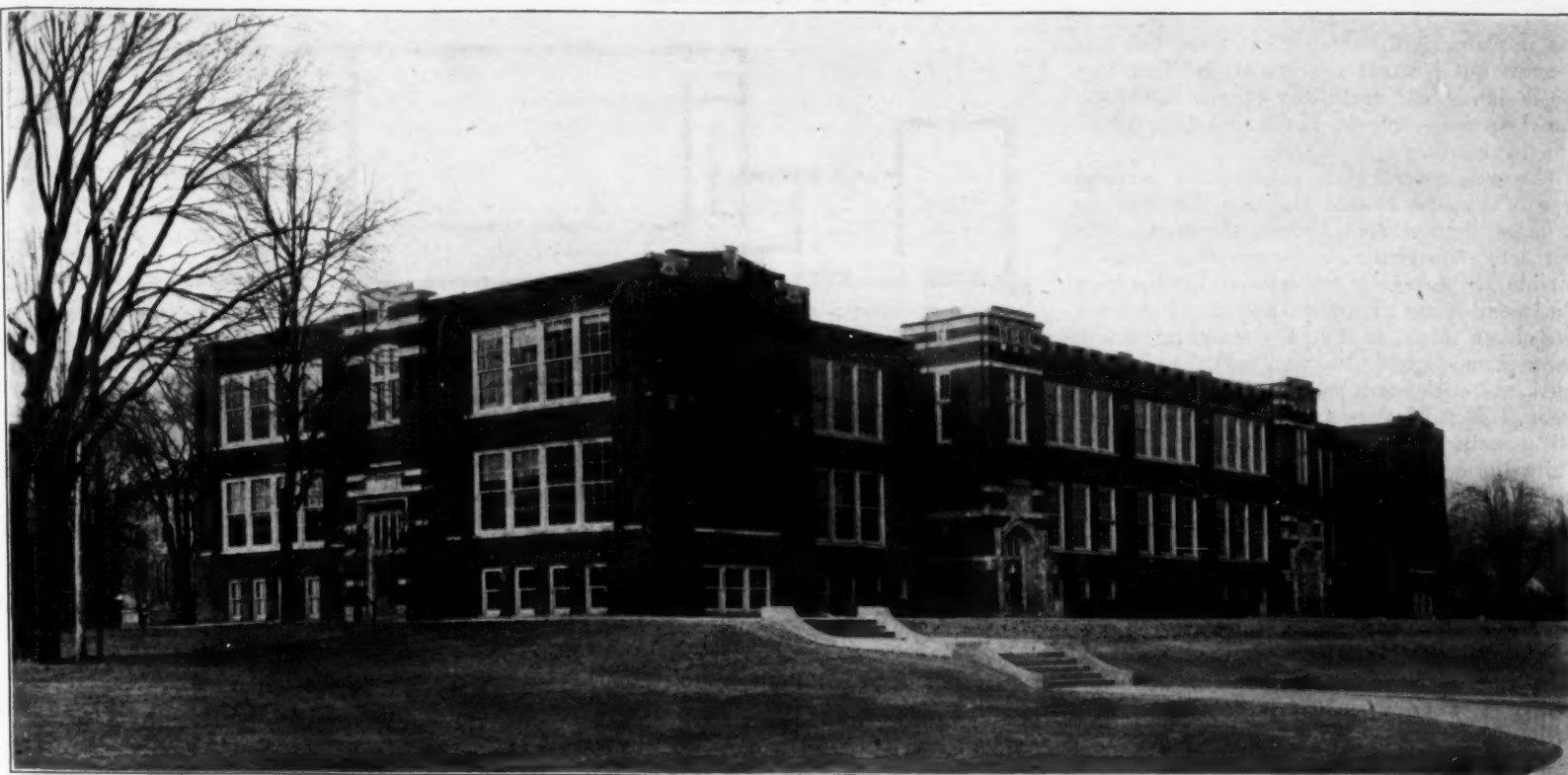
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THE VAN WERT, OHIO, HIGH SCHOOL

FRANK L. PACKARD, Architect, Columbus, Ohio

The progress of education in the United States cannot be reviewed adequately without some consideration of the remarkable advance made in the housing of public and private schools. In fact, no single sign of the forward march of education has been so significant of American schools as has been the character of elementary schoolhouses and of high school buildings erected in cities and villages.

And, while the progress of American school architecture has not been without its serious lapses, it has been characterized by a singular originality which the design and construction of buildings for college and university purposes have not exhibited. For while the architects of buildings for higher education have had a rich store of precedent in the form of the old university groups in England, France and Germany, the architects of elementary and secondary schools have been obliged to grapple with and solve problems of planning, orientation and sanitation such as never existed before the last quarter of the last century.

The architects who, during the past decade, have specialized in school work have distinguished themselves for inventiveness and aggressiveness that places them among the leaders in their profession and that deserves the highest commendation.

Of the various types of American schools which have been originated and developed during a very short period of time, the high school in the small city has given a rare opportunity for the display of architectural initiative and originality. For in the very small cities of the United States the growing and ever changing character of the public-school instruction has made necessary types of buildings which were altogether unknown even in the early eighties of the nineteenth century.

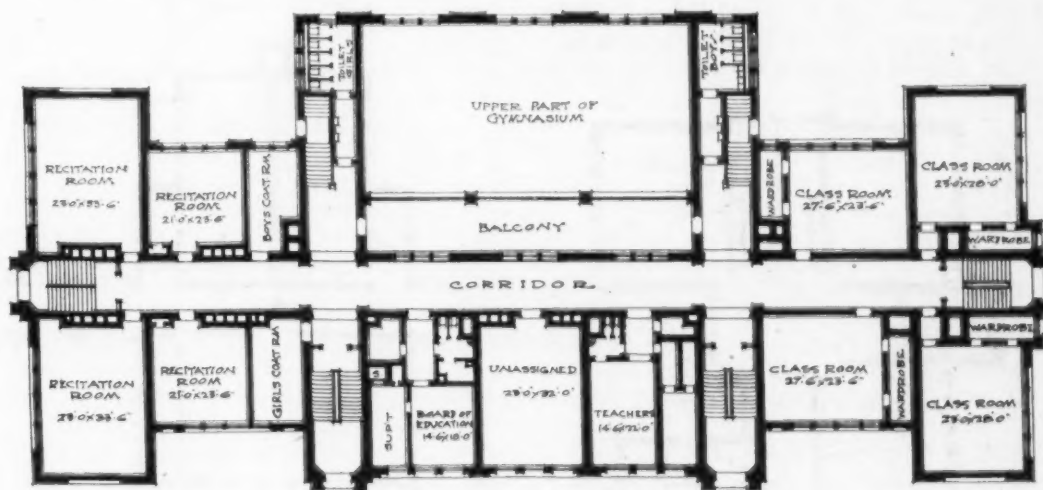
As a rule, too, the high school in the small city gives an opportunity for the display of architectural taste because it is usually the most important public building of the community and in that sense is the show place of the town, if not always its chief pride. Perhaps this has been the reason why there has been a tendency toward the showy and bizarre in some instances. Whether this criticism be true or not it is certain that the small city high school is not so

much an offender against architectural taste as is the average city hall or court house, where meaningless ornaments and unnecessary display in the form of turrets and towers runs riot.

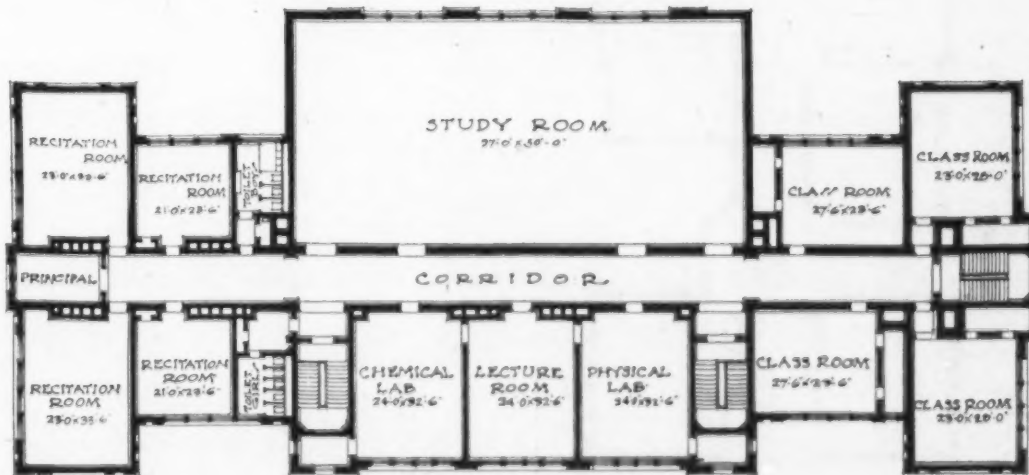
Of the better class of recent high schools, as erected in the small city, the new high school building at Van Wert, Ohio, is well worthy of study. Van Wert is a thriving city of 7,200

population, the center of a rich grain-growing and farming district, a community which is growing steadily and which derives its comfortable wealth from a number of manufacturing industries and from a rich agricultural community that surrounds it.

The Van Wert high school is the most important public edifice of the city. The archi-



FIRST FLOOR PLAN



SECOND FLOOR PLAN

Frank L. Packard, Architect, Columbus, O.
Ralph Snyder, Associate; E. F. Babbitt, Engineer.

teet in planning the exterior has taken this into account but has not overlooked the fact that the design should truthfully express its educational purposes and the character of the school which it serves.

The architectural style adopted is a modified type of English Gothic enabling the free use of large window areas, straightforward architecturally, representing and expressing from the outside the purpose of the interior. It has been the intent of the architects, and they have succeeded, we think, to design a structure with a compact and logical plan, well lighted and ventilated, and with every possible facility suited to accomplish the best possible economical results. All meaningless ornament has been properly omitted. All pitched roofs and overhanging cornices have been avoided. In fact, the architects have realized that the principle of style which they have effected, to be consistent with its historic prototypes, depends solely upon proper proportions, the intelligent use of and the placing of selected building materials, the balanced arrangement of openings and harmony of color. They have learned the lesson that good quality in building materials does not necessarily mean the most expensive.

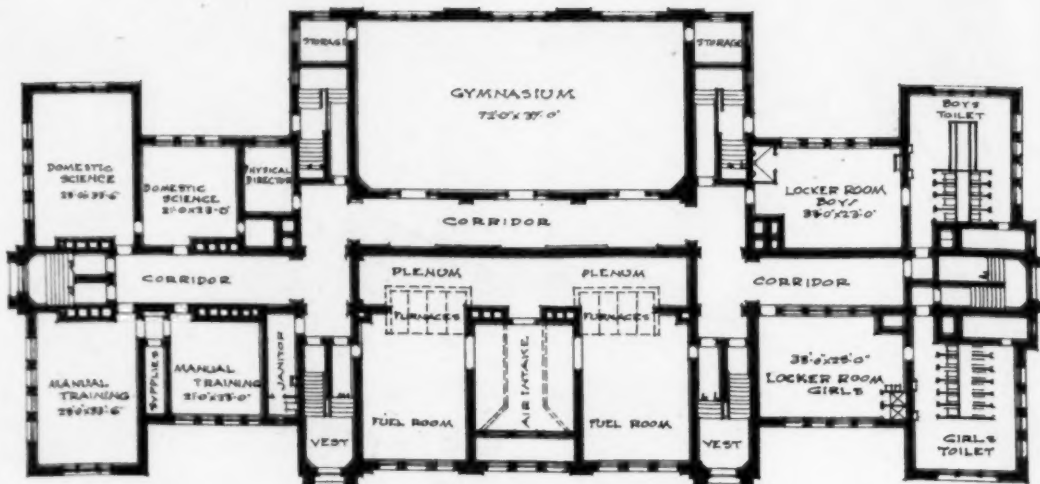
The building, as completed, suggests elegance and refinement with pleasing simplicity, and is symbolical of the culture and refinement which we may expect to accompany education.

The main facade of the building has a frontage of approximately 190 feet, facing south. The east and west pavilions are each approximately 90 feet in depth, with the central portion about 100 feet in depth.

The west pavilion contains the high school, consisting of eight recitation rooms with the necessary toilet and locker facilities. On the second floor front have been located the laboratories, physical and chemical, with a lecture room intervening.

The east pavilion contains the grammar school of eight rooms, with toilet and locker facilities similar to those provided for the high school.

Four general entrances are provided, one to



BASEMENT PLAN

BASEMENT PLAN, VAN WERT HIGH SCHOOL.

each the grammar and the high school, and two main entrances to the middle portion of the building. The main entrances are on axis with the study hall, gymnasium and administrative offices and afford easy access to the public as well as effective and economical administration of the interior.

In all, sixteen class and recitation rooms have been provided, not including two rooms for manual training and two rooms for domestic science. The laboratories already mentioned have been placed in the middle section of the building, where they shall be most easily accessible to assembly room.

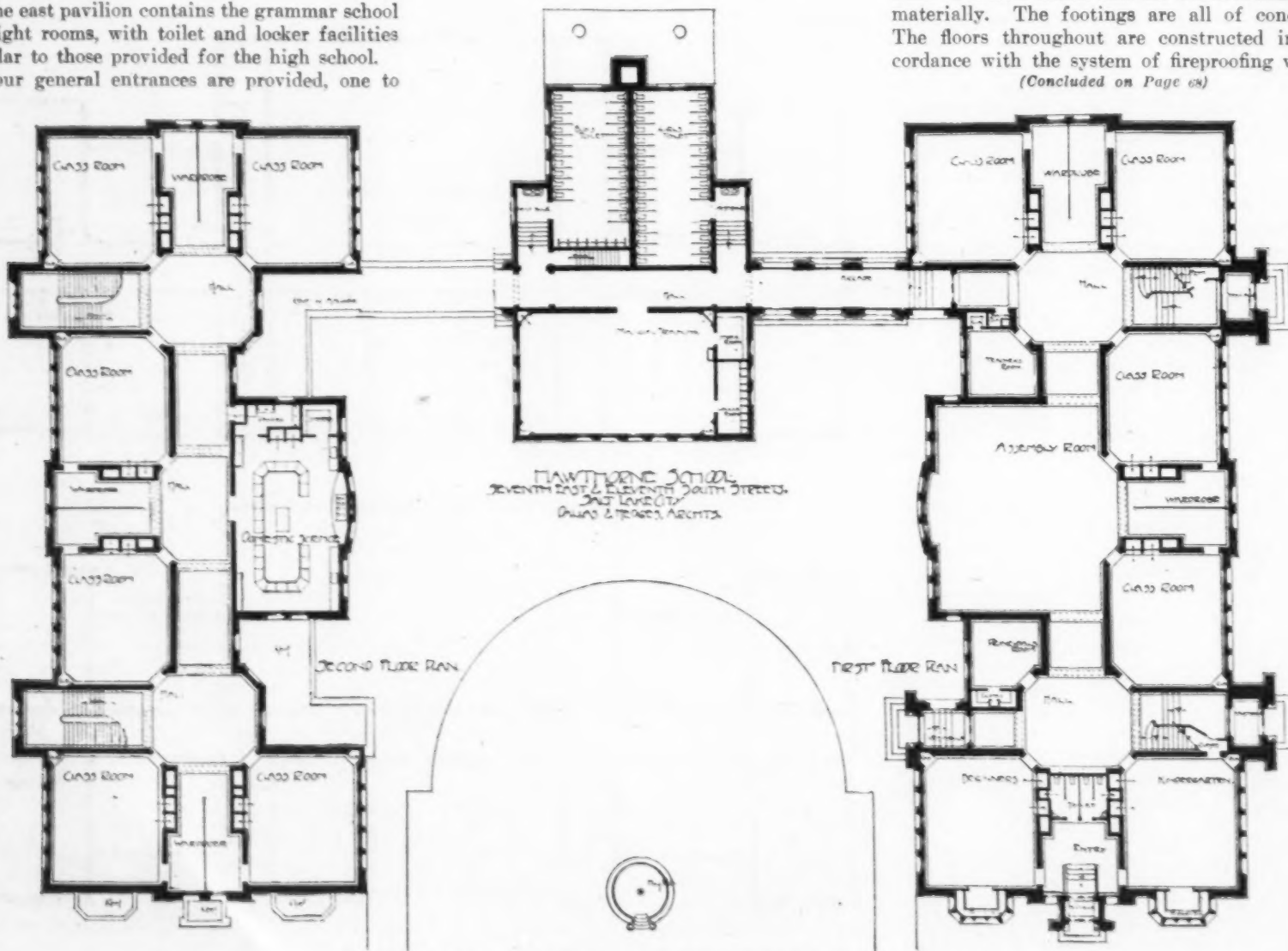
The large study hall, around which the entire high-school organization centers, is located on the second floor. It seats 400 pupils and is lighted by a series of nine large windows and ample skylights. Beneath the study hall, and

located on the ground floor, is a gymnasium 72 x 37 feet in size. A visitors' balcony overlooking the gymnasium is on the level of the first floor and may be entered from the main corridor.

The six stairways are located with the intent of providing ingress and egress for an equally distributed floor area, and are located as shown by the floor plans, between the main section and the side pavilions. Extra precaution has been made to make the exits ample and sufficient and they exceed the requirements of the Ohio state law governing such matters in schoolhouse construction. The stairways are built of reinforced concrete with the finished treads and platforms of black structural slate.

The construction is what is generally termed fireproof, but a better way to express it would be, perhaps, to call it a fire-resisting construction. Concrete enters into the construction very materially. The footings are all of concrete. The floors throughout are constructed in accordance with the system of fireproofing which

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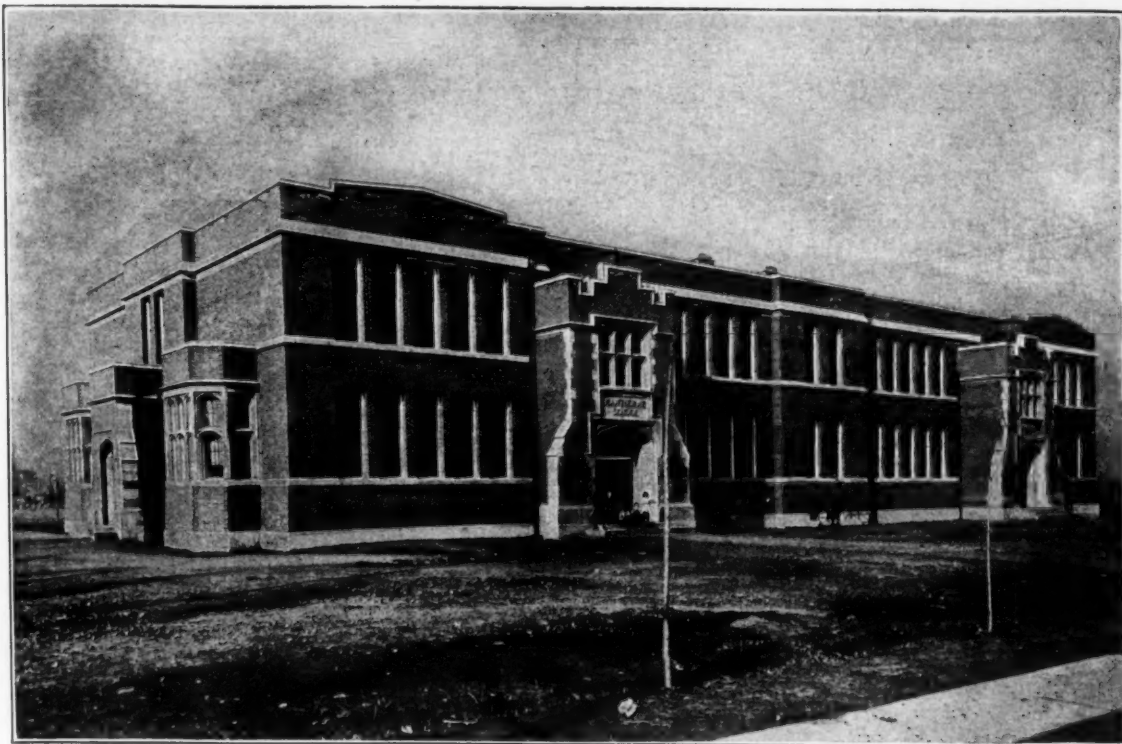
FLOOR PLANS, HAWTHORNE SCHOOL, SALT LAKE CITY, UTAH.
Dallas & Hedges, Architects.

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HAWTHORNE SCHOOL, SALT LAKE CITY, UTAH.
Dallas & Hedges, Architects.

New Schoolhouses in Salt Lake City

By "C. M."

One of the strong factors in the advance of American school architecture has been the independent spirit of the larger communities in working out their particular problems. This attitude of independence has resulted in some most interesting types and variations in both elementary and high school buildings. It has affected not only the size, general form, orientation and exterior treatment of buildings but has modified the general practice in such details as size of classroom, lighting and sanitation. Every original experiment has reacted upon the standards of school architects in general and has contributed to the improvement of all.

While the greatest contributions to our store of architectural knowledge so far as schools are concerned have come from the oldest communities in the east, the cities of the far west have added more to this knowledge than might reasonably be expected from them. Thus California cities are giving us the group high school and the one-story extensible grade building; the Washington and Oregon cities are planning new forms of the unit elementary schoolhouse which can be added to almost indefinitely; and lately Salt Lake City is evolving an interesting two-story type of elementary schoolhouse groups.

The Hawthorne school illustrated on page 22 gives a good idea of the general layout and the best features which have been worked out by the Salt Lake school authorities and their architects. The group at present is but half completed. Only one of the classroom buildings and the central pavilion have been erected and are in use. The classroom building is from all view points apparently a complete unit. The severity of the roof lines and the plainness of the Gothic details are overcome in effect by the warm richness of the brickwork and the nice balance of the classroom windows and entrance porches.

Features of the Building.

The building has no basement because of drainage and soil conditions which make its use undesirable from the health standpoint. The footings of the building are solid concrete and the walls throughout are brick while reinforced concrete has been used for floors, stairways and roof.

The twelve classrooms are of standard size, lighted uniformly from one side and connected each with a cloakroom. Each has its main door opening directly to one of the stairways, an arrangement that commends itself highly in case of sudden panic or of a highly improbable fire.

But the best feature of the building is the total separation which has been arranged for the kindergarten and the beginners' class. In theory the value of an arrangement by which the smallest pupils should not mingle with the older boys and girls has been recognized for many years. In actual practice but few architects have had the ingenuity, or better the opportunity, of providing separate entries, halls and toilets for the little tots. In the Hawthorne school this has been almost ideally accomplished. The kindergarten is homelike in its general effect and the primary room has so little of the school atmosphere that it cannot fail in its purpose of attracting the children and in bridging over the gap between the homes and the school. The oriel windows serve not only to break bare back walls of the rooms but have the further purpose of providing space for interesting little conservatories. The flowers and plants grown here by the teachers beautify the rooms and furnish ample material for nature study.

An economical feature of the building is in the assembly hall on the first floor. It is ample for four hundred adults and seats on occasions the entire school. It may be used for gymnastics and as a meeting place for neighborhood gatherings.

The facilities for training the hand have not been overlooked. The noisy and messy manual training room has been placed in the one-story boiler and toilet-house to the rear of the present building. The domestic science room is large enough for classes of twenty-four and is equipped with a large range in addition to the demonstration tables, etc.

Whittier School.

The Whittier building is a wholly different application of the principles embodied in the Hawthorne school. The shape and site and its accessibility have made a long narrow building desirable. The school is thoroughly fireproof. It was constructed in 1910 at a cost of \$100,000

and accommodates eight hundred pupils. It is built with a reinforced concrete foundation, brick walls and reinforced concrete floors. The exterior is plastered with cement and some ornamental work in artificial stone has been introduced.

The classrooms face east or west and are lighted on the unilateral plan, the windows occupying practically the entire long side of each room. The floor plans are not quite so balanced as those of the Hawthorne school but are equally direct and economical.

The central pavilion adjoining the classroom contains a large kindergarten on the first floor and a domestic science room on the second floor. The rear of the pavilion is occupied by toilet rooms and a large boiler and fan room. The natural condition surrounding the site made it impossible to provide sewer facilities for the building and dry-closets have been introduced.

The building occupies a lot of nine acres which is used for the school garden and for playgrounds.

The interior of the classrooms is finished in hard maple floors, and woodwork; walls and ceilings are plastered. The corridors have cement floors and the stairways are built of the same material.

The same originality which distinguishes the newest Salt Lake grade schools makes the new high school now nearing completion of interest.

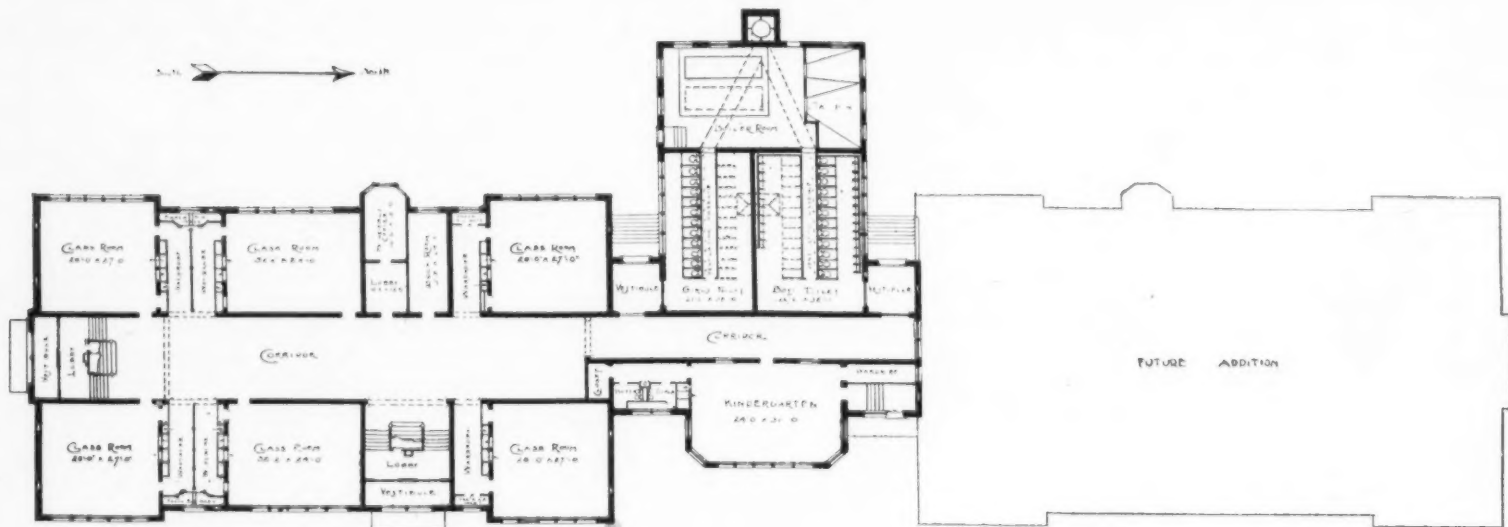
The Salt Lake High School.

The building has been placed on one side of an ideal plot of ground covering nine acres. It is forty feet back of the street line and arranged in such a manner that the remaining part of the lot can be used as an athletic field. The site has a magnificent background setting the building against a series of rugged mountain ranges and overlooking a most beautiful panoramic view of the city.

The building is 373 feet long and 182 feet wide. It is of the block type which has become so popular for large city high schools because of its compactness and usefulness for managing classes. The class and study rooms occupy the four sides of the building surrounding the general corridor and enclosing the assembly hall and two courts.



WHITTIER SCHOOL, SALT LAKE CITY, UTAH.
R. Kletting, Architect.



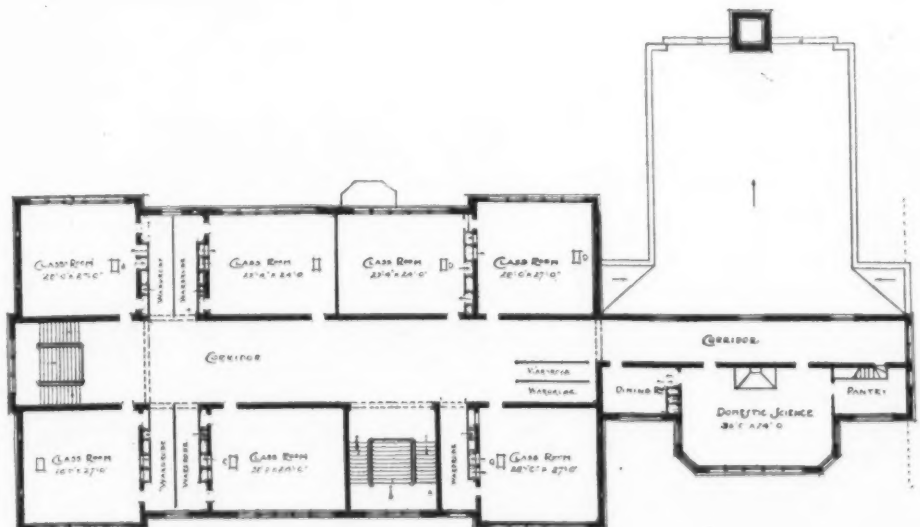
PLAN OF FIRST STORY
SCALE 1"=10'-0"

FIRST FLOOR PLAN, WHITTIER SCHOOL.

The ground floor of the building contains the manual training and domestic science groups; the gymnasiums and their accessories; the lunch-room and such service rooms as are in constant use. The architects have shown splendid judgment in the disposition of the rooms on the ground floor. All of them must be easily accessible from the outside because of the supplies which are constantly to be brought in and the rubbish which must be removed. The noise of the gymnasium and of the woodworking shops is literally grounded so that its effect upon the remainder of the school is minimized to a point which is wholly negligible.

On the first floor the main lobby gives direct admittance to the auditorium. On either side of the entrance are grouped the administrative offices from which the building is managed. The greater portion of the floor is taken up by eighteen classrooms, locker rooms and toilets for boys and girls.

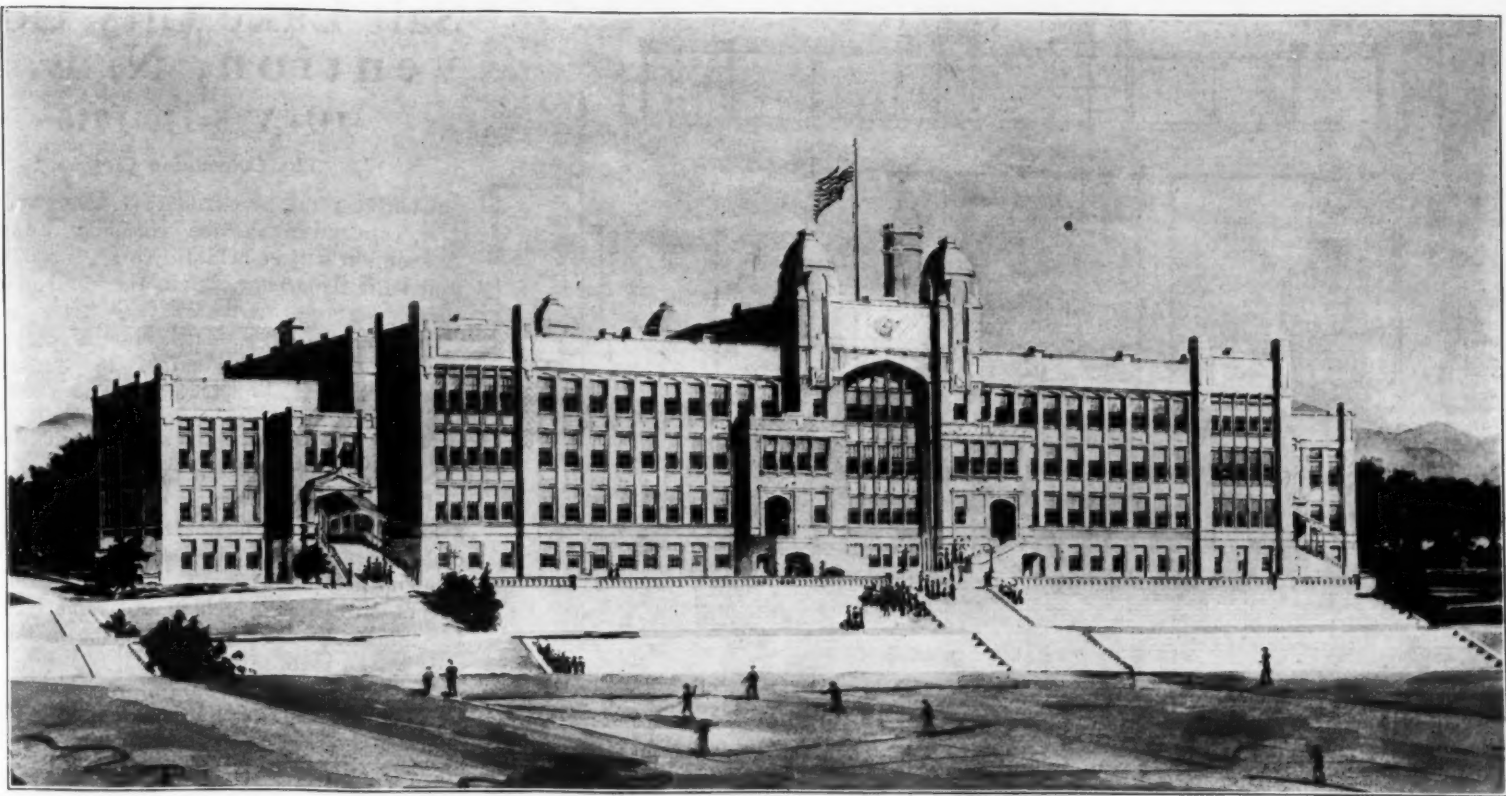
At either end of the building, on the second floor, are located the large study halls from



SECOND FLOOR PLAN, WHITTIER SCHOOL.

which the study per the floor book sta fourteen gency r his head and dre floor.

The t laborato grouped



SALT LAKE CITY HIGH SCHOOL.
Eldredge & Chesebro, Architects.

which the students circulate between classes and study periods. The central room in the front of the floor is a large library and reading room with book stacks adjoining on each side. There are fourteen classrooms on this floor and an emergency room in which the medical inspector has his headquarters. The balcony of the auditorium and dressing rooms are also entered from this floor.

The third floor is given up almost entirely to laboratories and special rooms. Each study is grouped with administration and preparation

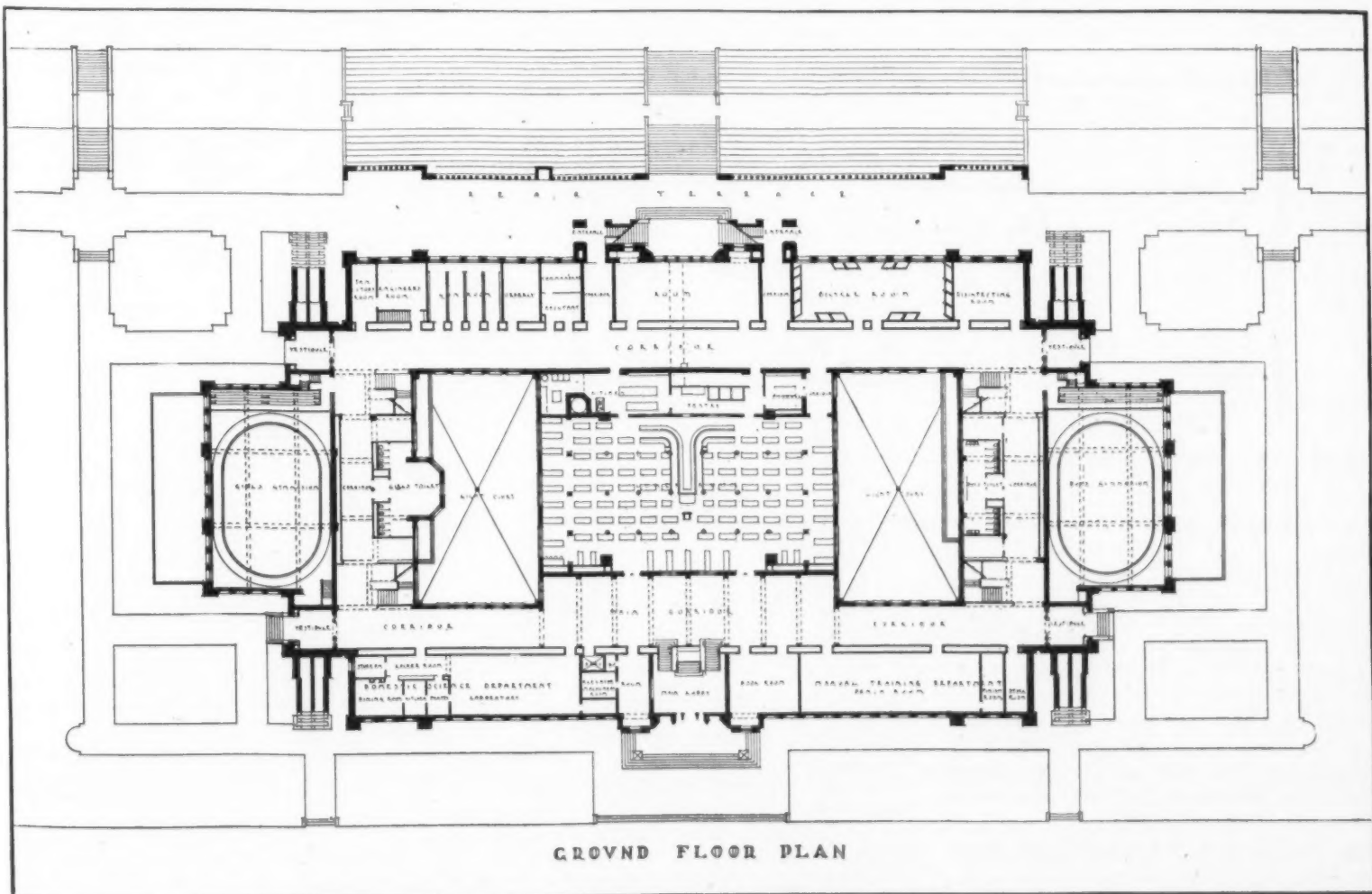
rooms adjoining for the greatest possible flexibility and economy in use.

The most notable feature of the building is the splendid articulation of the various departments and the careful attention which has been given to the arrangement of the corridors and stairways for reducing travel distance between classrooms, study halls and laboratories. In this respect, the building is almost ideal and is a big advance over the best examples of the block type.

The structure is fireproof throughout; the

basement is of concrete, the superstructure of brick, and the floors concrete.

The exterior is Norman Gothic in design and the treatment is quite severe, depending for its effect upon good proportions and the pleasing outlines of the roof and of the several smaller features. The central feature of the east and west fronts is a large arched mullioned window. The exterior is of brick laid up in English bond, diagonal pattern. The trimmings are of artificial stone and the entire color scheme is of a warm gray.



GROUND FLOOR AND PLAT PLAN, SALT LAKE CITY HIGH SCHOOL.

Salt Lake City Convention, N. E. A.

JULY 5-11, 1913

The Convention City.

Utah's capital, Salt Lake City, where the fifty-first convention of the National Education Association will be held July 5-11, is a bustling, well built American city in the core of a rich country whose attributes vary from prolific farms and orchards, cattle ranges and sheep runs, and producing mines to the rugged witchery of mountain fastnesses and a salt lake, the like of which is to be found nowhere else in the World.

Salt Lake City has all that other cities have and more. In the business district are found modern hotels and business blocks, restaurants, clubs, libraries, churches, schools and colleges. The city has the metropolitan aspect of business streets with their everchanging traffic, yet by a few minutes' walk a person may be in the solitude of the mountains.

City Creek Canyon, one of the several rifts in the Wasatch peaks that surround the city on three sides, reaches into the heart of the town. Its narrow way is lined with homes and its cliffs are crowned with them for a distance; then on the uplands of either side is a mountain wilderness. This wilderness is rarely penetrated even though tourists and natives alike find a delight in exploring its rim during the days of spring and summer. In a broad sense, it is untenanted, a majestic wilderness next to a civilization as advanced as anywhere in the World.

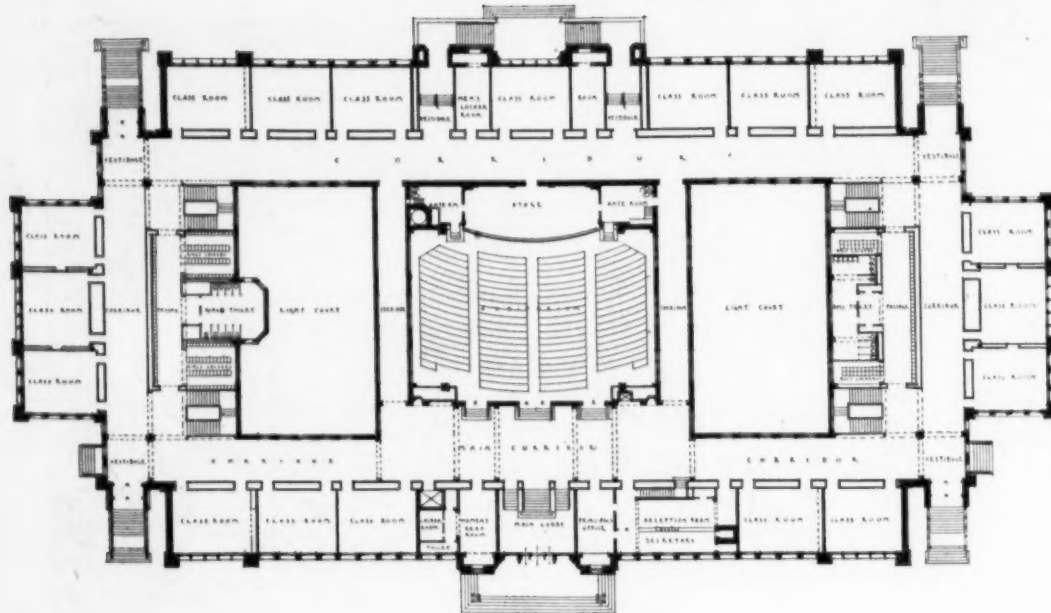
In the opposite direction from the mountains lies the mysterious "Dead Sea of America"—the great Salt Lake. The fascination of this sheet of water need not be described here. Tuesday, July 8th will be a special convention day at Great Salt Lake, but for that matter N. E. A. visitors can reach it any time if they choose since it is only a thirty minutes' ride from the center of the city.

But Salt Lake City does not only offer the attractions of a metropolis of a nearby mountain country and of a Great Salt Lake for the educators of the United States. It offers a school system that is a source of pride to its people with whom education is a paramount consideration. According to the statistics of the United States government, Utah ranks lowest of all the states in the percentage of illiteracy. The school buildings of the city, described on another page, are modern and well equipped. The state university, which overlooks the city from a mountain bench on the east, offers a most interesting example of a state institution of high rank.

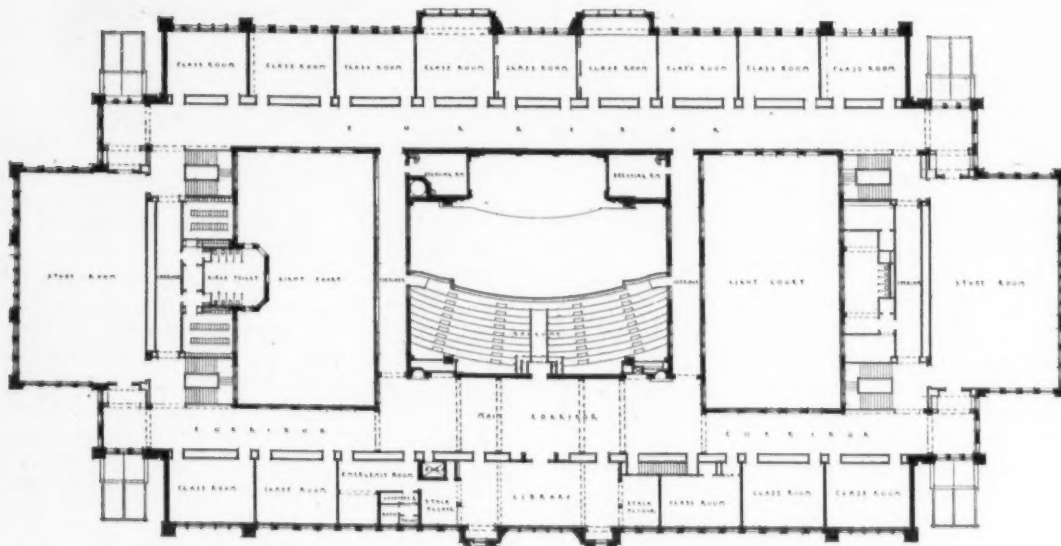
Utah citizens want the 1913 convention of the N. E. A. to be the best ever held by the Association. Citizens of the city and state are co-operating with the school people and their committees in making preparations. The state of Utah has appropriated \$7,000 of public money for the entertainment of the convention and this sum with ample funds from other sources presage a proper handling of the big gathering. Superintendent D. H. Christensen, who will be the official head of the convention, has assured the officers of the Association that every preparation will be made for a most hospitable reception of the members and delegates to the meeting. As early as May 15th, practically every preparation for halls, meeting places, receptions and entertainments have been completed.

The Program.

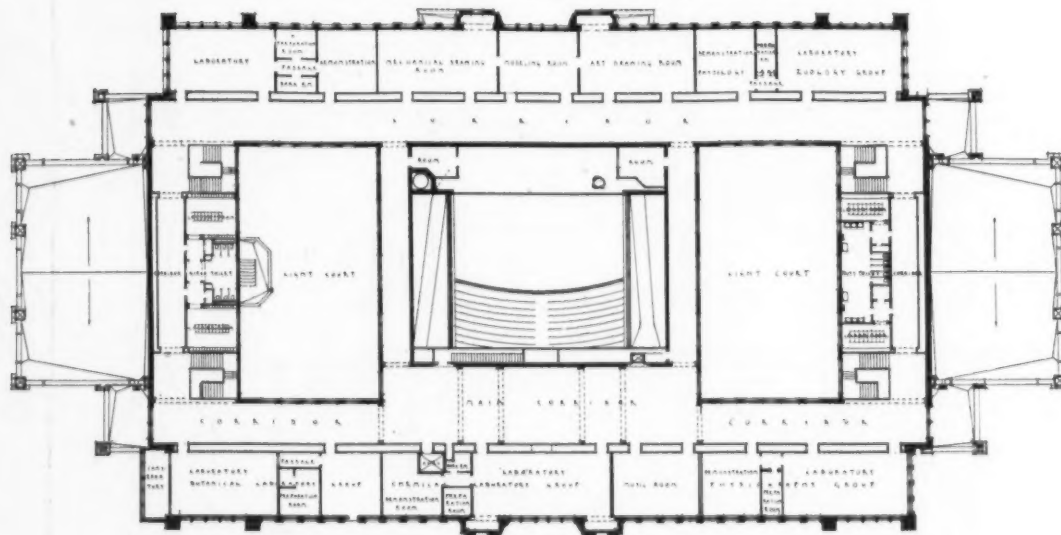
President Edward T. Fairchild has promised a program of especial interest to anyone interested in education from any aspect. The program (Concluded on Page 65)



FIRST FLOOR PLAN



SECOND FLOOR PLAN



THIRD FLOOR PLAN

FLOOR PLANS, SALT LAKE CITY HIGH SCHOOL.
Eldredge & Chesebro, Architects.

The interior finish of the building consists of maple floors and birch woodwork, stained mahogany color. The walls and ceilings throughout are plastered. In the assembly hall, study rooms and corridors, some ornamental plastering has been introduced in keeping with the general style of the building.

Along the rear of the building there is a wide terrace which serves the very practical purposes of housing the heating apparatus and of serving

ing as a bleacher for the playground and athletic field.

The building is lighted with electricity and is equipped with the latest mechanical devices for administration. A complete program clock, intercommunicating telephone system and a vacuum cleaner have been provided for and a complete system of stand pipes and hose racks have been installed.

The building, with equipment, will cost \$600,000 complete.

THE TRUE STORY OF MARY'S LAMB

By FRANK T. LENT, Leominster, Mass.

It was a bitter cold winter morning, over one hundred years ago, in the little old-fashioned town of Sterling, Massachusetts, that Mary Sawyer's father got out of his warm bed—long before daylight, as is the wont of New England farmers—and made his way through the "nipping and eager air" to the farm barn where his cows, horse and sheep were kept.

His coming, with promise of breakfast, was no doubt greeted with many a neigh and low "moo", but in the sheep pen he found a ewe—with a weak little lamb at her side—and these are the fact of the advent. No lamb was ever born with any such world-wide reputation as this one.

The morning following the birth, Mary went to the barn and found the lamb hungry, cold and nearly dead. It had been deserted by its mother. Mary begged her father to let her take it into the house. Mr. Sawyer at first refused, thinking that the poor little thing would have only a short while to live, but finally yielded to the little girl's pleading.

Once in the house, the weak little thing had all the care Mary and her mother could give it. Mary watched it all day long, cuddled the tender little creature in her arms and though weary, watched it during the long hours of the night, fearing that if left to itself it might grow cold and die. Her reward came to her the following morning when the little lamb was able to stand on its feet and take a little food.

It gathered strength and grew to be one of the finest lambs in the country-side. At the same time it became the most faithful and devoted comrade of Mary who, of course, made a great pet and playmate of it.

One day in the following spring Mary and her brother Nate started for school, after bidding their playmate good-bye, and when a little way from home they discovered the lamb following them. Nate, with inborn mischievousness—which is characteristic of Sterling boys—suggested that they take it along to school and Mary willingly acquiesced, not catching her brother's plot. And so the lamb was taken into school and wrapped in a coat under Mary's bench. A little later Mary was called up to the teacher's desk, presently to be followed by the lamb. Of course the boys and girls laughed and Miss Kimball, the teacher, joined in. It was great fun for all but poor Mary, who blushed and trembled. The lamb spent the balance of the forenoon in the wood shed.



THE SAWYER HOME.



MARY SAWYER.

There came to school that morning a visitor—a Mr. John Roulstone, a young man who was fitting himself at the time for college. It was he who wrote the immortal lines of the first three stanzas.

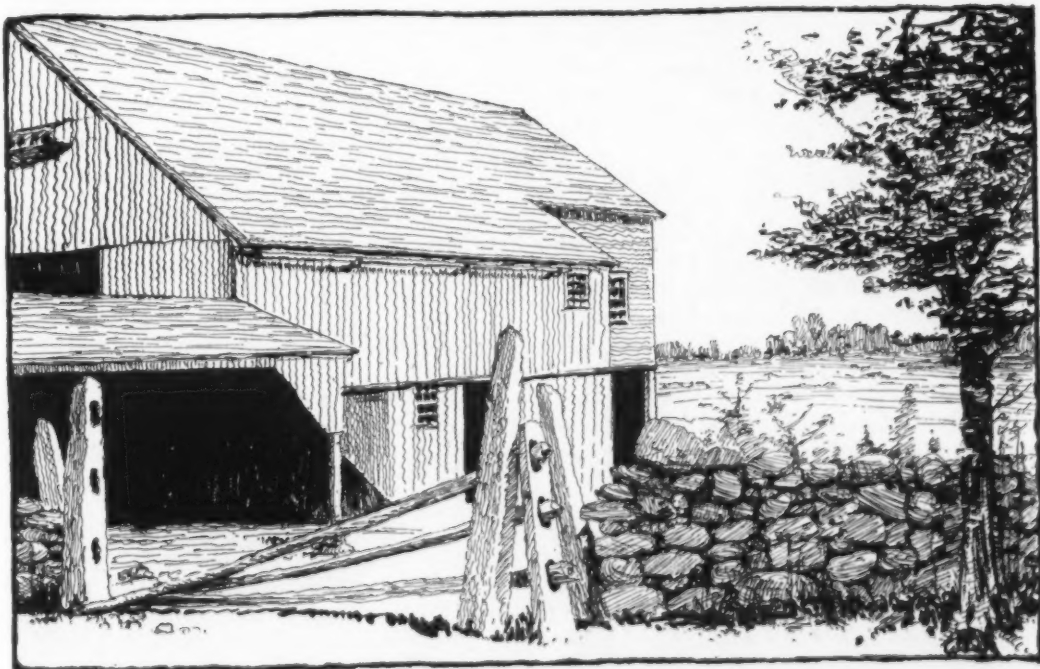
The poem appeared in its completed form in 1829 in a book of verses for children published by Mrs. Sarah Joseph. Three stanzas the authorship of which is unknown had been added.

The picturesque old schoolhouse was in use about fifty years and still stands. In 1888 a new one was built across the road.

Mary's lamb unconsciously did another pretty thing by which to perpetuate its tale to history. Its fleece was used for making stockings for Mary. Years afterward when women patriots of Boston wished to collect funds for re-fashioning the Old South Church, which had been devastated by the British Soldiers at the time of the Revolutionary war, Mary was solicited for a pair of these stockings. From them the yarn was unraveled and fastened in small bits to cards on which Mary wrote her autograph. These were sold netting about one hundred dollars! It is said that a second pair was unraveled and sold and another large sum added to the fund.

The original version of the poem reads:

Mary had a little lamb;
Its fleece was white as snow;
And everywhere that Mary went
The lamb was sure to go.
It followed her to school one day,
Which was against the rule;
It made the children laugh and play
To see the lamb at school.
And so the teacher turned it out;
But still it lingered near,
And waited patiently about
Till Mary did appear.
And then it ran to her, and laid
Its head upon her arm
As if to say, "I'm not afraid—
You'll keep me from all harm."
"What makes the lamb love Mary so?"
The eager children cry.
"Oh, Mary loves the lamb, you know,"
The teacher did reply.
And you, each gentle animal
In confidence may bind,
And make them follow at your will,
If you are only kind.



THE SAWYER BARN WHERE THE LAMB WAS KEPT.

THE AMERICAN School Board Journal

DEVOTED TO
Legislative and Executive School Officials

WILLIAM C. BRUCE, Editor

EDITORIAL

SUPERINTENDENCY CHANGES.

No recent year has seen such wholesale changes in superintendencies and other higher school positions as the present year—1913. In the Middlewest there has been a perfect storm of unrest culminating in wholesale resignations, dismissals and new appointments.

The causes for the conditions existing in the respective cities have been various. Politics and personal opposition to incumbents have played, perhaps, the most conspicuous and effective parts in the majority of cases. Lack of leadership and personal strength, resulting in friction with school boards and teachers, have injured many superintendents. Downright incompetency has been exceedingly rare, while malfeasance in office has not occurred in a single instance.

The lesson of the year is that the city superintendency is not yet as professionally or legally secure as it should be. The old influence of partisanship, personal animosity and lack of appreciation on the part of school boards are still effective. On the other hand, superintendents as a class, while they are growing steadily better, are still too much schoolmasters and too little men of affairs. They are not all public executives who are ready to give and take and who have personality, leadership and executive ability to meet every situation and to work effectively without making themselves an impossibility within a few years.

As a whole, the standing of superintendents is growing better from year to year. Even though there is a temporary lapse like the present, terms are readily lengthening; professional freedom is increasing; the idea that school boards should direct only general policies is being accepted more widely than ever and salaries are growing larger.

The crux of the situation, just at this time, is in the selection of strong men to fill the old places. Matters will never grow better unless school boards seek the men or women who are by training and experience, and by natural capacity, fitted to fill superintendencies. But, even the best superintendents will not "wear well" unless the right relations exist between them and the individual members of school boards, unless the latter are willing to accept the superintendents as professional experts to whom must be intrusted initiative in all strictly educational matters.

PITTSBURGH'S PLIGHT.

No more sordid scandal has stirred school circles in an American city than the Heeter affair which has convulsed Pittsburgh during the past eight weeks. A reading of the daily papers gives the impression of the greatest disorder in the schools and a state of public unrest bordering upon anarchy.

To judge of the situation, it must be recalled that Pittsburgh has been undergoing for two years past a revolution in its school administration. This reform has aligned against the board of education the worst political elements of the community and has aroused bitter antagonism of a large number of petty politicians, former district school-board members and tradesmen who had benefited from the sixty-odd ward boards.

Added to all this opposition, the new appointive board has assumed an attitude of utter

indifference to public opinion. It has not sought public approval of its plans or of the many necessary changes inaugurated; and much secrecy has attached to its work. In brief, the board has thoroughly alienated a good portion of the community against itself.

This thorough disregard of the public has given the personal enemies of President Oliver, the political machine opposed to the board, and the enemies of school administrative reform, an opportunity to unite in condemning the attitude of the members in defending Superintendent Heeter. For while the latter is the present object of all the fury of the newspapers, of the pupil-strikes, etc., back of it all there are a few men who are determined to injure the board of education and to restore a political form of school control.

It is our belief that the most serious error committed by the board was its failure to discharge Mr. Heeter after the courts declared him innocent of immorality. This act would have broken the back of the opposition immediately and would have restored quiet and confidence. The sober citizenship of the community would have rallied to the support of the board as acting for the best welfare of the schools.

It there is one branch of the public service in which there may be no suspicion of moral dereliction it is in the schools. The teacher, the principal, the superintendent, must all—like Caesar's wife—be above suspicion. When charges are brought, action must be prompt and summary. When possible, the proceeding should be secret for the sake of both the children in the schools and for the person involved.

Publicity is as harmful to the children as the possible contact with an immoral man. The disgraceful strike in Pittsburgh, with the ribald songs and the indecent verses which the children picked up, shows how irremediable the result of publicity may become.

The usefulness of Mr. Heeter to the Pittsburgh schools is over and he should speedily resign or be compelled to resign. His immediate removal is necessary for the welfare of the schools, for the protection of the morals of the children and of the community. There can be no complete school reform until he has gone.

FIRE PROTECTION.

That true economy is not affected by mere cheapness is an old-time truism that few school boards seem to appreciate. At least the continued use of non-fireproof materials in school-houses gives evidence that a majority of school-board members believe that their duty is fully discharged when they select that type of school building which shall entail the least expenditure, regardless of permanence, safety or ultimate actual cost.

Just in this connection the opinion of Philip H. Bevier, a prominent building expert, is interesting: "At the present price of building material, fireproof construction can be erected at a cost not to exceed 10 to 15 per cent more than non-fireproof, and when we consider that fireproof buildings deteriorate about one-ninth of 1 per cent per year as compared to 4 per cent for ordinary buildings, that they rent better and that money can be borrowed on them on better terms, that they are vermin-proof, cooler in summer and warmer in winter, it would certainly seem the part of wisdom and self-interest to adopt a better method in every case when a building is intended to be of a permanent character."

A sound public policy demands the use of those business methods which shall make for the greatest efficiency in all administrative details. Schoolhouses are permanent buildings—or should be so—and school boards must, if they would do their full duty, adopt all the best methods which private business has shown to be effective.

SMALL BOARD IN DETROIT.

The Michigan legislature, following a strenuous campaign begun by a public-spirited group of Detroit citizens, has passed a law which places within the reach of that city the organization of a small board of education.

Of all the cities of the country, Detroit is the last to cling to the large, unwieldy school board, elected by wards upon a political and partisan basis. And the Detroit boards have been uniformly bad. The membership has not constituted the best citizenship of the community. The business methods of the board have been slow, inconsistent and in some instances, even dishonest and dishonorable. In brief, the board has exhibited all the shortcomings and faults of the average city council.

It is quite notable that the law which has just been enacted was fiercely opposed by the members of the present board and by some of their henchmen and followers. It passed only with a referendum attached to it and its advocates will be put to the further trouble of submitting it to a popular vote. It will be interesting to learn the results of the election. Will Detroit redeem itself?

MR. GREENWOOD RETIRES.

When it is considered that the average official life of a city school superintendent, in any one community, does not exceed four years, and that a considerable percentage of changes are made unwillingly, the resignation of Superintendent James M. Greenwood of Kansas City is an occurrence worthy of more than passing note.

Mr. Greenwood has been the head of the Kansas City school since 1874—a total of thirty-nine years. During that period he has seen the community grow from an unimportant prairie village to a great commercial and industrial city. Practically every single educational innovation, every progressive forward step have been initiated by him. He has been superintendent of schools in the best sense of that term—the true leader of the educational forces, the wise, foreseeing advisor of the school board, the helpful, kindly supervisor of the teaching corps and the strong, true friend of the people of Kansas City. His resignation was most characteristic of his spirit. He richly deserves the rest he is seeking.

The most gratifying occurrence in connection with Dr. Greenwood's resignation was his immediate election as "advisory superintendent". If school boards like other public bodies are ungrateful and unappreciative, then the Kansas City board of education has set an example which might be followed more generally. It has retained Mr. Greenwood at a salary of \$4,000 per year to act in an advisory capacity as he may see fit and as occasion may demand. His thorough knowledge of the history and development of every detail of the school system, of every custom, precedent and rule, will be drawn upon for guidance in future administrative labors.

Mr. Greenwood richly deserves the rest he is seeking. The School Board Journal wishes him many years of peaceful enjoyment and quiet.

DEPARTMENT OF SCHOOL ADMINISTRATION.

School-board conventions have become recognized as a valuable aid in the spread of progressive ideas in school administration. In many states gatherings of school-board members have been legalized because of the immense good resulting to country and city schools. In fact, no single influence has been so potent in awakening school officials to a proper realization of their important trust and of their opportunities for promoting the welfare of their respective communities.

The national meetings of members of boards

of education and a wide since they 1898. In tration of they have the lay an school sys of mutual The Sa A., will gathering prepared interest a to attract tions of In brie ing discus WEDNES Rural S —Mark Schools, Rural Superinto mento, C WEDNES Joint S Patrons. R. Alder struction FRID School Trade Value Superinto School a sum Lake C exceptio cutings tains u intellec stimula trator.

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of education have seen a growing attendance and a widening influence from year to year since they were first inaugurated at Buffalo in 1898. In the Department of School Administration of the National Education Association they have brought together on an equal footing the lay and the professional heads of our city school systems to discuss problems and projects of mutual interest.

The Salt Lake City convention of the N. E. A., will offer another opportunity for such a gathering. The program of the Department prepared by President J. H. Francis is of vital interest and far-reaching importance. It ought to attract school-board members from all sections of the country.

In brief, the program will include the following discussions:

WEDNESDAY FORENOON, JULY 9, 9:30 O'CLOCK.
Rural School Organization and Administration—Mark Keppel, Superintendent of County Schools, Los Angeles, Cal.

Rural School Finances—Edward Hyatt, State Superintendent of Public Instruction, Sacramento, Cal.

WEDNESDAY AFTERNOON, JULY 9, 2:30 O'CLOCK.
Joint Session with the Department of School Patrons. Co-operation of Home and School—L. R. Alderman, City Superintendent of Public Instruction, Portland, Oregon.

FRIDAY FORENOON, JULY 11, 9:30 O'CLOCK.
School Engineering—E. L. Ellingwood.
Trade Schools—Frank Glynn.
Value of School Surveys—Charles S. Meek, Superintendent of Schools, Boise, Idaho.

School-board members who are contemplating a summer vacation trip may well keep Salt Lake City in mind. The convention rates are exceptionally low; and the opportunities for cutings in the wonder lands of the Rocky mountains unexcelled. The convention promises an intellectual treat that should prove a powerful stimulant for the progressive school administrator.

OUR COVER DESIGN.

The cover design of the present issue of the School Board Journal is a free, but accurate reproduction of the frontispiece of an early American attempt in textbook making, "The American Instructor the Young Man's Best Companion." The book, of which a rare copy is included in the collection of Mr. G. A. Plimpton was written by George Fisher, a Philadelphia schoolmaster and was issued in 1787. The picture suggests the mathematical contents of the book which was intended for older students in the "mathematical schools" and academies of the time.

BUFFALO HEALTH CONGRESS.

The city of Buffalo will, during the last week of August, be the scene of an international gathering, which so far as the health of the children of the world is concerned has never been equalled in importance on this side of the

Atlantic. The meeting will be the Fourth International Congress of School Hygiene and will bring together the leading exponents of public health and of school sanitation and hygiene from all of the countries of Europe, from Asia and the Americas.

The promotion of public health, even though it is recognized as one of the oldest governmental functions, has made its greatest advances only during the past quarter century. School hygiene as a distinct branch of public health was practically unknown fifty years ago and has been revolutionized during the past generation. Today it is well understood that the future solution of the whole problem of public health lies in teaching children the importance of good health, of showing them how to avoid disease, how to grow strong, how to live long, happy lives. The great "white plague", the prevention of contagious diseases, bad housing conditions,—every important aspect of health will become minor matters of general concern when the general ignorance has been dispelled through universal health instruction in public and private schools.

For school authorities of the United States the Congress will be of surpassing importance. It will be the first occasion for them to come in contact with and to hear the great health experts of England, Germany, France, Austria and Italy. The United States is making rapid progress in school hygiene but it is far behind such countries as Germany and Switzerland. Our progress has been too much localized in the larger cities. Our laws for the sanitary construction and equipment of schools are too lax to be effective; our teachers and their professional superiors have but a superficial knowledge of the hygiene of instruction and of such problems as fatigue; there is little sentiment among school-board members, particularly in the country, for sanitation of the school plant, for medical inspection or for instruction in hygiene. We have much to learn from the experiences and experiments of the older European countries from their successes and failures. The opportunity of the Buffalo Congress is a rare one that we as a nation should not fail to grasp.

Every teacher and school official, be he school physician, superintendent, school-board member or physical instructor will find at the congress some matter of vital interest. The tentative program announcements for the sessions are so broad in content that every phase and aspect of the subject will be covered. The Buffalo people have made very complete arrangements for the accommodation of the Congress. The sum of \$50,000 has been raised for the entertainment of delegates and guests and a local committee has secured very low railroad rates, adequate meeting places and a large exhibition hall for the scientific and commercial displays of the various countries represented.

The Congress affords the opportunity of a generation for the advancement of health in the schools of the United States. Certainly no progressive schoolman should miss it.

MADE TO ORDER?

A paragraph in the Ohio Educational Monthly cites an extreme but not unusual case of wrong approach to the problem of selecting a superintendent:

"A certain city in the United States is looking about for a superintendent. His age must be just so many years, he must belong to a certain political party, must attend a certain church, cannot be elected for more than one year, and must not attend summer school. Doubtless there are some men in the penitentiary who can measure up to these requirements. Too bad this board can't get a man made to order."

The members of the school board have evidently overlooked altogether the qualifications, mental, physical, moral and professional which a successful administrator of a school system must possess. Possibly the candidate whom they choose will not require any real educational qualifications if he meets their specifications as to age, politics, etc. They want a jellyfish rather than a man.

WHAT THE PRESIDENT EXPECTS.

The state of New Jersey requires by law, efficiency tests of all eighth-grade pupils. Part of the test in English includes letter-writing and the state department of education has adopted a very effective plan for giving the children an opportunity of answering a real letter addressed to them.

For the present year, Commissioner Kendall has obtained from the President of the United States a letter that ought to reach every school child in the country. It will be of interest even to school-board members:

THE WHITE HOUSE.

Washington, April 4, 1913.

My dear young Friends:—

In sending you this greeting I naturally think of what you may make of yourselves, and of the great good you may do the country by making something of yourselves that is noble and worth while.

I have had a great deal to do with teaching young people, and it has sometimes discouraged and saddened me to feel that they thought that the school work was a bore and that the only real thing was the thing they were set free to do after school hours. I have had as much fun as anybody in my time and hope that you will have unlimited good times, but I wish I could make you realize now that play has nothing in it unless back of it lies good honest hard work, fitted to harden the fibre of every part of the mind and make it an instrument that we can work with, achieve with, conquer with, and do what we please with. The really happy men and women are the men and women who can do their job, and the men and women who can do their job best are those who have given themselves the best discipline and training. If you make the most of yourselves, you will be able to give a great gift of duty finely performed to the country which we all love and which we all ought to try to serve by making our own lives what we should like to have everybody believe the life of every American to be. My exhortation is, be sample Americans and make the sample very fine.

Faithfully yours,

WOODROW WILSON.

The mine of knowledge is peculiar in that instead of it being exhausted by continual digging it yields up more and more all the time.

What is being spoken of as the most noteworthy defection from the American policy of co-education is the announcement made in May that the Horace Mann school of New York City will separate the sexes beginning with the new school year in September. The separation will be as complete as the facilities of the school make possible and will be made absolute as soon as sufficient room is provided.



A School for Municipalities.

—Baltimore News.



In the Spring Time.

—Boston Journal.

The Western Drawing and Manual Training Association

By WILSON H. HENDERSON, Hammond, Ind.

The twentieth annual meeting of the Western Drawing and Manual Training Association was held in Des Moines, Iowa, May 7, 8, 9, 10. The immense Coliseum was completely filled with exhibits of work in drawing, household arts, and manual training from schools in cities between the Allegheny and Rocky Mountains. Nearly all of the leading art and technical institutions, as well as public schools, were represented by exhibits of pupils' work. There were also many exhibits of tools and materials used in these lines of work. The firms manufacturing these articles regard this meeting as an excellent opportunity to meet teachers and school authorities and to demonstrate the value of their products.

The purpose of the Western Drawing and Manual Training Association is to promote, encourage, and improve the teaching of drawing, household arts, manual and industrial training in the schools. Its members believe in the education of the head, heart, and hand, and hold that there is no good reason why education for living and education for a livelihood should not go hand-in-hand. They maintain that every school curriculum should emphasize the elements of utility and beauty to a considerable degree. They insist that everything which is useful should be beautiful and that beautiful things should not only be useful but used; in other words, that art is for the sake of humanity, and not for the sake of art itself.

In former years the Association maintained a traveling exhibit of work which was loaned to its members. This exhibit was selected from the work shown at the annual meetings and there was a great demand for the use of it. There is no doubt but that this traveling exhibit was instrumental in having manual training and drawing introduced in many places. However, as there are now no cities or villages of any consequence where the subjects are not a part of the school curriculum, the traveling exhibit has been discontinued.

The membership of the Association is composed of teachers and supervisors of drawing, household arts, manual and industrial subjects in the territory bounded by the Allegheny mountains on the East and the Rocky mountains on the west, and extending from Canada to the Gulf of Mexico. Membership is open to all persons interested in education and a number of superintendents of schools are members. The members meet once each year and discuss their problems, exchange ideas, examine the work of other schools, see the newest tools and materials for school work, hear addresses by leading educators, and have a good sociable time. The association is of great value to them professionally and to the schools which they represent. School boards and superintendents recognize this and many encourage their supervisors and teachers to attend by paying their expenses to the meetings.

This year the program consisted of six general sessions, and round table discussions on art, manual training, household arts, and vocational education, and a very lively business meeting. The convention was welcomed to Des Moines, in speeches by Hon. Lafayette Young, Governor George W. Clarke, Mayor James R. Hanna, and W. C. Riddell, superintendent of schools.

The principal addresses of the meeting were given by the following important educators: President's Address, Emma M. Church, Chicago School of Normal and Applied Art.

Walter Sargent, College of Education, University of Chicago.

Nama A. Lathe, Supervisor of Art, Peoria, Ill.

Henry Turner Bailey, School Arts Magazine, Boston.

Frank M. Leavitt, College of Education, University of Chicago.

Bessie Bennett, Art Institute, Chicago.

J. W. Curtis, Vocational Schools, Memphis, Tenn.

George F. Buxton, Stout Institute, Menomonie, Wis.

Annie Evans, Denver, Colo.

Josephine C. Locke, New York.

Florence Ward, Iowa State Teachers College, Cedar Falls, Ia.

Erwin R. Jackson, Department of Agriculture, Washington, D. C.

Miss Frances P. Mason of the St. Louis public schools was chairman of the Art Round Table. "Essentials and Non-essentials in Public School Art Training" was discussed by Hugo B. Froelich of New York, and Miss Mary C. Seovel of the Handicraft Guild of Minneapolis.

The Chairman of the Household Arts Round Table was Miss Grace Fuller of the Normal School, Ypsilanti, Mich. The subjects discussed were "Pure Foods and the Responsibility of the Household Science Teacher Toward them," by Mrs. Mary Van Ziles, Agricultural College, Manhattan, Kans. "Art in Textiles, Its Place and Technique," by Miss Lucy Silke, District Supervisor of Art, Chicago Public Schools.

The subject of "Technical Carpentry as a Part of Manual Training" was discussed in the Manual Training Round Table by Louis F. Olson of the Stout Institute, Menomonie, Wis., and C. S. Van Deusen, of Bradley Polytechnic Institute, Peoria, Ill. A. C. Newell of the Illinois State Normal University was chairman.

In the Vocational Education Round Table, F. M. Giles, principal of the township high school, DeKalb, Ill., presented the subject of "Vocational Guidance in the Public Schools". "Vocational Education in Rural Schools" was the subject of a paper by G. M. Wilson, head of department of agricultural education, Iowa State College of Agriculture, Ames, Ia. The chairman was L. W. Wahlstrom of the Francis W. Parker School, Chicago.

When the character of the program and the ability of the speakers is considered, it is not surprising that the printed proceedings of the

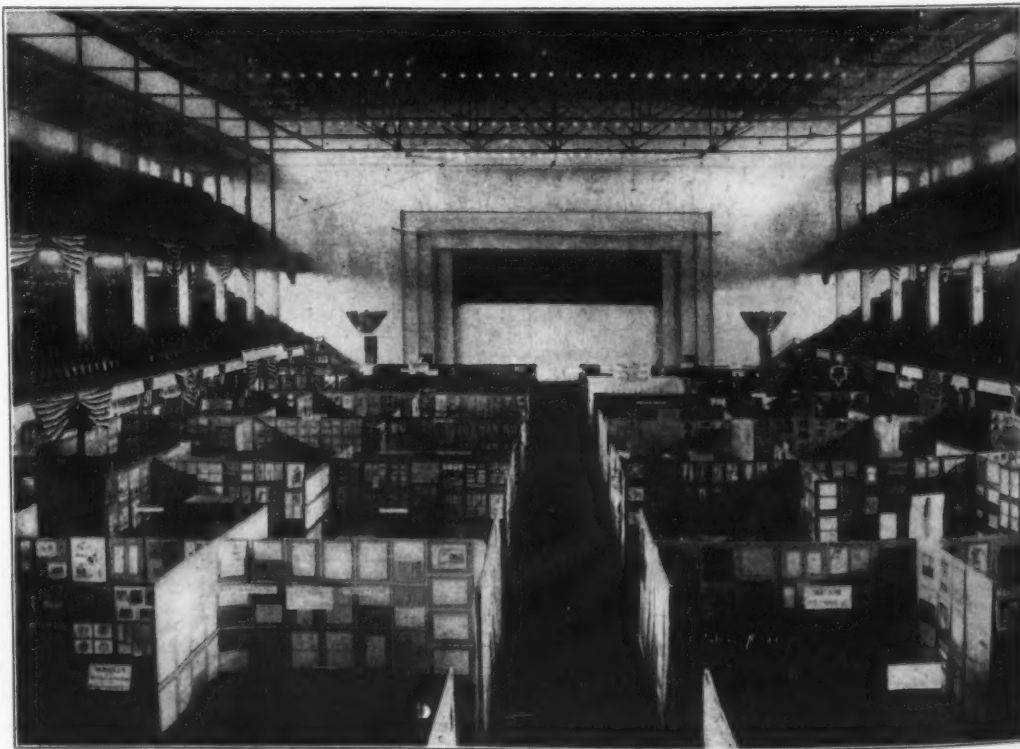
meeting are prized by the members. The annual report of the proceedings is a volume of about two hundred pages and contains all addresses and a stenographic report of all discussions in the meetings. It is well printed and is illustrated with reproductions of representative work. There is a constantly increasing demand for the report as it presents the best current thought of the foremost educators regarding these live topics. It is used as a reference work in many of the college libraries, and a few normal schools have adopted it as a text. The report is issued by the association primarily for its members and when the first edition is exhausted, no more copies are issued.

The citizens and school authorities of Des Moines gave the convention a cordial welcome. Thursday afternoon the members were given an automobile ride through the city and a reception at the Sherman House by the Woman's Club. The exhibits were ideally arranged and much credit is due to Roy C. Woolman, supervisor of manual training in Des Moines for the efficient manner in which he handled the entire situation.

Three cities vied with one another in presenting reasons why they should entertain the association at its next meeting. Nashville, Tenn., Grand Rapids, Mich., and Milwaukee, Wis., each issued cordial and urgent invitations to the convention. After considerable discussion the association voted to accept the invitation of Milwaukee because the hotel accommodations and other facilities for entertaining conventions were thought to be superior.

There is considerable benefit to be derived by a city from such a gathering as this. Besides bringing to the city a body of educated men and women from all parts of the country, this convention brings the largest exhibition of school drawing, household arts, manual and industrial training, tools and equipment, which is made in the country. School authorities, teachers, citizens, and students have the opportunity of seeing the best there is in these lines. School authorities are afforded the opportunity of comparing the work of their schools with that of other cities, and often times they receive valuable suggestions.

(Concluded on Page 68)



General View of the Exhibits, Western Drawing and Manual Training Association



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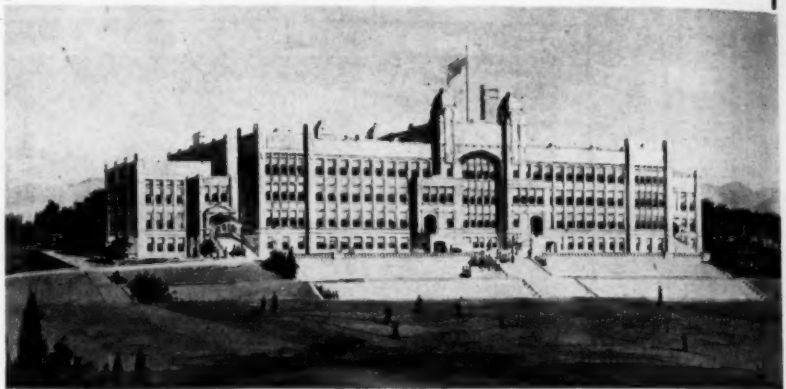
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Indiana's Vocational Education Law

Of the constructive legislation enacted by the Indiana legislature of 1913, none exceeds in importance the law which makes mandatory the introduction of vocational education.

The law is a model in many respects and will make necessary a practical reorganization and readjustment of the entire public school system. The law democratizes the Indiana schools more nearly than has been possible, in that it proposes to place within the reach of every boy and girl the opportunity for preparing to make a livelihood in whatever occupation he or she may desire or may be best fitted for. A very comprehensive summary of the law has been prepared by Superintendent Richard Park of Sullivan, Ind.:

The law provides for the encouragement, maintenance and supervision of vocational educa-

tion in industries, agriculture and domestic science." It defines "vocational education" as meaning "any education, the controlling purpose of which is to fit for profitable employment." "Industrial education" is defined to mean "that form of vocational education which fits for the trades, crafts and wage-earning pursuits, including the occupations of girls and women carried on in stores, workshops and other establishments." "Agricultural education" is defined as "that form of vocational education which fits for the occupations connected with the tillage of the soil, the care of domestic animals, forestry and other wage-earning or productive work on the farm." "Domestic Science" is defined as "that form of vocational education which fits for occupations connected with the household." Any school city, town or township is authorized to establish vocational schools or departments for industrial, agricultural and domestic science, and to maintain them by a tax of not more than 10 cents on each \$100. Elementary instruction in these subjects may be included as part of the regular course of instruction. Classes in these subjects may be conducted in the evening for persons employed in the daytime, and "part time" classes in the day for persons who are employed "part of their working time."

Students in special vocational schools and departments shall be over fourteen and under twenty-five years of age; in evening classes over seven years of age. Two or more school corporations may co-operate to establish and maintain vocational schools or departments and apportion the cost. Elementary agriculture shall be taught in the grades in all town and township schools; elementary industrial work in the grades in all city and town schools, and elementary domestic science in the grades in all schools.

The State Board of Education is reorganized and the Governor shall appoint three additional members of the state board of education, who shall be "persons actively interested in, and of known sympathy with vocational education, one of whom shall be a representative of employers

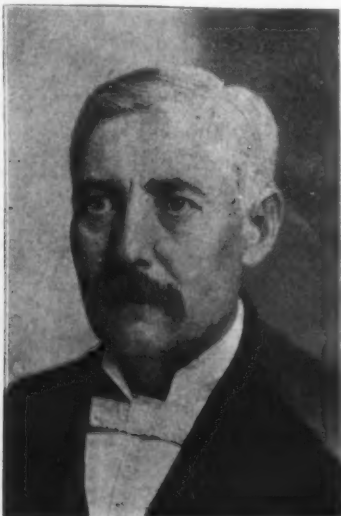
and one of employees", etc. The addition is that "the board shall have all the powers and perform all the duties now imposed by law on the state board of education."

A deputy of the state superintendent appointed with the advice and approval of the state board of education, at a salary and for a term to be fixed by the board, shall have direct charge of industrial and domestic science education. He may also serve as an assistant at Purdue university. Under a scheme to be approved by the state board, local school officials administering vocational schools and departments shall "appoint an advisory committee representing local trades, industries and occupations," which shall counsel with and advise the school officials.

Persons in a school corporation without vocational schools or departments may be transferred to another municipality which has them, if the state board will permit such transfer after a consideration of "all relevant circumstances." Youths between the ages of fourteen and sixteen years who are regularly employed may be required to attend "part time" classes, at least five hours per week, between 8 A. M. and 5 P. M. during the school term.

Residents of any county actively interested in agriculture, who shall provide \$500 to help pay the expenses of a county agent, may require the county to provide \$1,500 a year toward his expenses and salary, and the state to pay not more than \$1,000 a year, toward one-half of the agent's salary. Purdue university is to appoint the agent, annually, with the approval of the county board of education and the state board of education.

Not more than thirty counties the first year (ending September 30, 1914), and not more than sixty counties the second year, shall be entitled to state aid. "It shall be the duty of such agent, under the supervision of Purdue university, to co-operate with farmers' institutes, farmers' clubs and other organizations, conduct practical farm demonstrations, boys' and girls' clubs and contest work, and other movements for the advancement of agriculture and country life and to give advice to farmers on practical farm problems, and aid the county superintendent of schools and the teachers in giving practical education in agriculture and domestic science."



JAMES M. GREENWOOD,
Advisory Superintendent,
Kansas City, Mo.

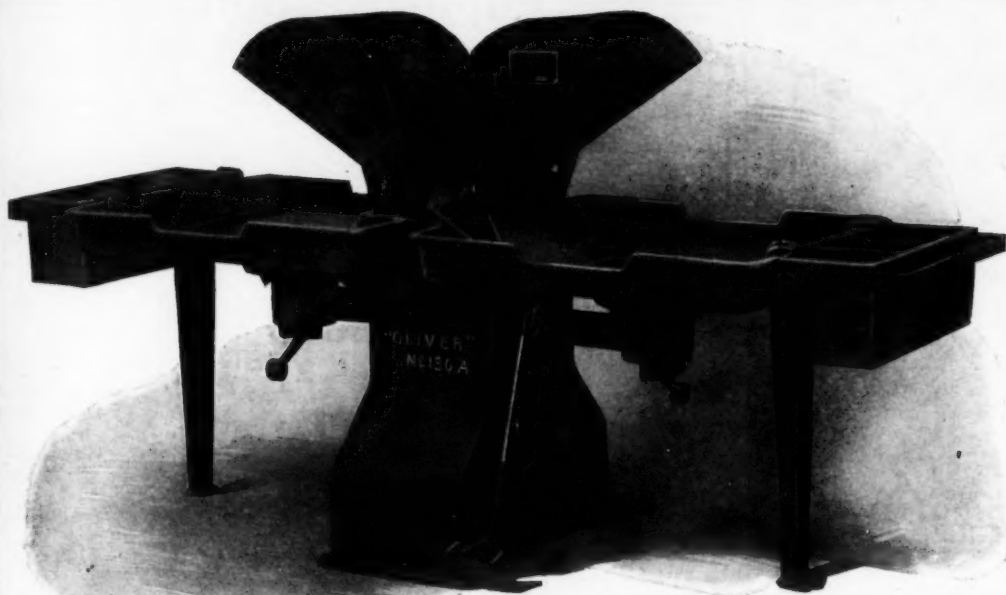
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Section 14 provides that the state shall "pay annually to school cities, towns and townships maintaining such schools and departments an amount equal to two-thirds of the sum expended for instruction in vocational and technical subjects, authorized and approved by the state board of education. Such cost shall consist of the total raised by the local taxation and expended for the teachers of approved vocational and technical subjects. School cities, towns and townships that have paid claims for tuition in approved vocational schools shall be reimbursed by the state as provided by this act, to the extent of one-half of the sums expended by such school cities and towns and townships in payment of such claims." No explanation is given of what the foregoing quotation means.

"A state levy of 1 cent on each \$100 is made for a fund to pay for vocational education as provided by this act."

MR. GREENWOOD RETIRES.

Superintendent J. M. Greenwood, who for thirty-nine years has directed the public schools of Kansas City, retired on May 15 from active work. Upon acceptance of his resignation, the board elected him "advisory superintendent" at an annual salary of \$4,000.

Mr. Greenwood was at the time of his resignation the second oldest superintendent of schools in the United States, so far as length of service is concerned.

Mr. Greenwood was born in Illinois in 1837, and began his career as a teacher in Adair county in the same state. He served two years in the Union Army during the Civil War and after being mustered out became an instructor in Canton Seminary. Later he was made head of the Department of Mathematics at the Kirksville, Mo., normal school from which institution he resigned to go to Kansas City.

In July, 1874, he took charge of the Kansas City schools. The community then numbered only 26,000 inhabitants and the teaching body consisted of forty-nine instructors in charge of 4,200 pupils. During the thirty-nine years of his incumbency, Mr. Greenwood has seen the city grow into a great industrial and commercial center, with a school enrollment of nearly 40,000 children and a teaching corps of 950 teachers.

Practically every educational advance made in Kansas City was initiated by him and carried to successful conclusion under his guidance.

As an educator, Mr. Greenwood has been a national leader for many years. In the councils of the National Education Association, he has been a familiar figure whose enthusiasm and fidelity contributed much to the success of the annual conventions. In 1875 Mr. Greenwood was president of the Missouri state teachers' association. From 1876 to 1886 he was treasurer of the N. E. A., and in 1898 he was elected president. At various times he has acted on its important committees and has been chairman of departments.

Mr. Greenwood has been frequently called upon to act as an expert advisor of school authorities and has had for many years the reputation of being one of the most progressive of a group of older school men.

News of Superintendents

Milwaukee, Wis. Supt. Carroll G. Pearse has been reappointed for a three-year term.

Monmouth, Ill. Supt. C. E. Joiner has been re-elected for a fifth term.

Centralia, Wash. J. M. Layhue has been elected superintendent of schools.

Alton, Ill. Supt. R. A. Haight has been re-elected for his thirty-fourth term.

Mt. Carmel, Ill. Supt. A. S. Anderson has been re-elected for another year.

East Liverpool, O. Supt. F. H. Warren has been re-elected for a four-year term. Mr. Warren's salary for the ensuing year will be \$2,700, \$2,850 the second and third year and \$2,950 the fourth year.

Supt. W. H. Bishop of Anadarko, Okla., has been re-elected at an increase of \$200 per year.

The school committee of Cranston, R. I., has given the superintendent discretionary power in the establishment of annual promotions in five of the city schools. Formerly mid-year promotions were universal.

Easton, Pa. Robert E. Laramy of Phoenixville, Pa., has been elected superintendent of schools. Mr. Laramy entered upon his new position June 2nd.

Superintendent L. G. Morell of Alpena, Mich.

igan, has been elected for the ensuing year at a salary of \$2,000. This is an increase of \$200.

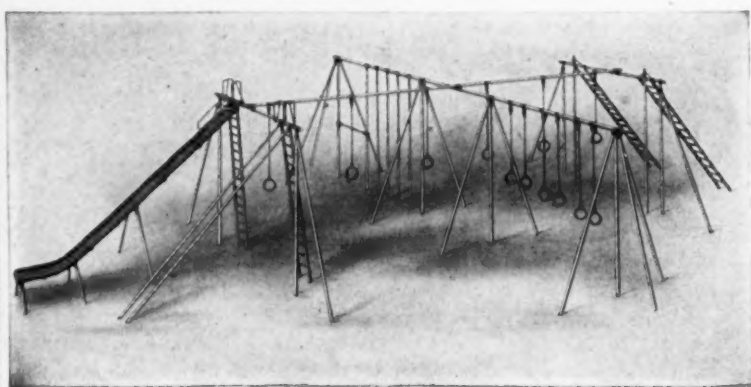
Quincy, Ill. Supt. E. G. Bauman has been re-elected at a salary of \$2,600. An increase of \$100 per year was allowed.

Superintendent Robert E. Rienow of Independence, Ia., has resigned to become dean of men at the University of Iowa.

The Minnesota Educational Association has appointed a committee to formulate a minimum course of study for the elementary schools of the state. It is twofold, to suggest a kind and amount of work which all the elementary schools, rural and city, can cover so that removal from one place to another will not retard the child's progress, and such that uniform state examinations can be based thereon. Mr. S. A. Challman, inspector of graded schools, is Chairman and Supt. F. E. Lurton of Detroit, Secretary.



MR. I. I. CAMMACK,
Newly Elected Superintendent of Schools,
Kansas City, Mo.



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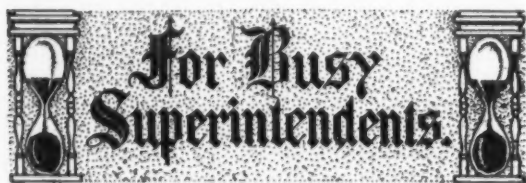
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FOR BUSY SUPERINTENDENTS.

Louisville, Ky. The school board has provided for the appointment of an assistant superintendent to be selected next fall. The salary will be about \$3,000 per year. The board believes that the removal of routine work from the hands of the superintendent will enable him to devote more time to the development of the school system.

Departmental instruction for the sixth, seventh and eighth grades of the New Orleans, La., public schools has been introduced, to take effect in September. The experiment has been tried in a few schools and has worked satisfactorily.

Salem, Mass. The school board has authorized the superintendent of schools to sign all requisitions for supplies on the purchasing agent.

Governor Lister of Washington has announced the personnel of the state board of education recently named. The members are: Henry M. Hart, principal of the Lewis and Clark high school, Spokane; Frank B. Cooper, superintendent of schools, Seattle; W. E. Gamble, superintendent of schools of Okanogan county.

Lawrence, Kans. Supt. F. P. Smith has adopted a new plan in holding grade meetings. He first calls for a single subject after which he brings several grades together for the consideration of the same. In one instance, Mr. Smith called together grades three, four, five and six to note all the words the children had misspelled. When the report was submitted and the results analyzed, it was found that the trouble arose from three sources: (a) mispronunciation of words, (b) misconception of meaning, (c) carelessness, (d) not sufficient study of the words assigned, (e) uncommon words.

Jamestown, N. D. Supt. E. R. Edwards has

made arrangements for the establishment of a "students' bureau of labor" in the high school. The plan is similar to that attempted in the middle west and east and involves the employment of students during their spare time afternoons and on Saturdays. Students are to receive compensation for their services and each will be given credit upon the books of the school.

At the suggestion of Superintendent Gwinn the Board of Education of New Orleans recently adopted resolutions tending to abolish extravagance and tending towards simplicity in both high and normal school graduations and also in exercises in connection with awarding certificates of attainment in the elementary schools. The resolutions adopted came from the Committee on Teachers and Instruction and were:

"There having developed in the past few years a growing tendency to attach undue importance and ceremony to the awarding of certificates of attainment to pupils who have successfully completed the eighth grade work in the elementary schools until they now partake of the nature of formal graduation exercises, we recommend that it be the sense of this board that the words "Graduation Exercises" be omitted from the cards issued by the several schools, and that the exercises be made as simple and formal as possible."

"We also recommend that the cost and extravagance of pupils in the rivalry of dress and other attendant expenses at the commencement exercises of the Normal and High schools be discontinued and discouraged by the Board, and further that the Superintendent take up this matter with principals and pupils with a view of providing for a more uniform and inexpensive method of conducting these exercises."

Supt. N. B. Van Matre of Eureka, Cal., has perfected a plan by which he has been able to modernize the accounting system of his department. A scientific investigation of the expenses has resulted in a great saving of public school funds.

Springfield, O. Supt. Carey Boggess has called attention to the need of supervision over those boys and girls who are obliged to leave school and enter a gainful occupation to help support the family. It has been found that in many

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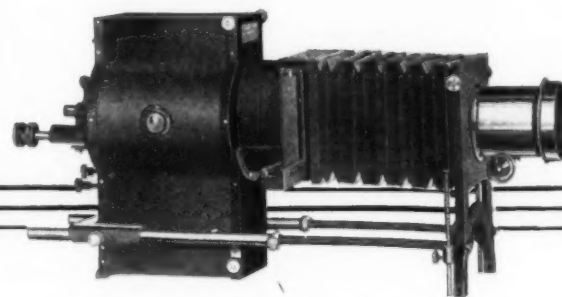
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cases the boys are apt to cease work and being still under age and outside of the jurisdiction of the truant officers are liable to contract bad habits. Steps are to be taken to make it possible for the truant officer to look after these cases. Girls under sixteen years of age are not employed thereby leaving only the boys to be taken care of.

Paducah, Ky. Supt. J. A. Carnagey has announced that the public schools will hold sessions every Saturday from May first until the end of the school year. The change was made necessary because of the time lost during the recent floods. More than two weeks were sacrificed.

Nashville, Tenn. The board of education has adopted a recommendation that the city council be requested to permit children fourteen years of age the privilege of entering the evening schools. It is proposed by this means to comply with the provisions of the state school law.

Colorado Springs, Colo. Supt. C. M. Cole has transferred the course in American history from the senior year of high school to the eighth grade. The change was made for the purpose of permitting pupils who do not enter high school to take the study.

Winfield, Kans. The school board has introduced departmental teaching in the seventh and eighth grades. The two grades will be combined in one building and each of the teachers will be designated for one special subject instead of being compelled to teach all the grade studies.

St. Paul, Minn. The board of education has reorganized the administrative work of the superintendent's office following a report of the committee on schools.

The position of office assistant has been created with a salary of \$1,500. The assistant is expected to relieve the superintendent of much routine work. Other appointments will include an information clerk and a secretary to the superintendent.

The organization is expected to result in an increased efficiency of the superintendent's office.

Boston, Mass. Acting upon the advice of Supt. F. B. Dyer, the school committee has fixed the appointment of teachers on the basis of one teacher for every forty-two pupils in the first

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grades and one teacher for every forty-four pupils in the other grades of the elementary schools.

Norfolk, Va. The adoption of more stringent rules or the abolishment of corporal punishment as a means of discipline will shortly be considered by the school board. Instructors have been brought into court following the chastisement of certain pupils and it is the belief of the school authorities that no good can come to the schools by the frequent appearance of teachers to answer to assault charges.

The rules of the board at the present time require that teachers and principals must use all ordinary methods in securing good order. Corporal punishment shall not be administered except in cases of flagrant offenses or after less severe measures have failed to take the desired effect.

The punishment is administered after school hours in the presence of the teacher and principal and reports must be made of all cases. The reports must contain the name of the pupil, the cause of punishment and the number of such cases.

Milwaukee, Wis. The school board has approved a recommendation of Supt. Carroll G. Pearse that graduates of outside normal schools, to a limited number, be allowed to compete with Milwaukee applicants for positions on the teaching force. Graduates from the Milwaukee Normal school are to be given the same preference as in the past. Information will be gathered regarding graduates from other normal schools before definite action is taken.

It has been found that outside teachers who apply for positions have had years of experience before completion of their normal school course and these are sometimes engaged to take charge of classes that call for experience which Milwaukee girls have not. It is thought that not more than ten applications would be received from outside sources.

AMONG SUPERINTENDENTS.

Supt. W. B. Arbaugh, Ypsilanti, Mich., has been unanimously re-elected for his fourth three-year term. The school board has granted Mr. Arbaugh an increase of \$500.00 in salary, making the annual remuneration \$2,500.

Urbana, Ill. Supt. A. P. Johnson has been re-elected at a salary of \$2,300 per year.

Beatrice, Neb. Supt. W. H. Coleman has been re-elected for his third term.

Providence, R. I. Charles F. Towne has been appointed assistant superintendent of schools with a salary of \$2,500 per year.

Charles L. McLane has resigned as superintendent of the Fresno, Cal., city schools to devote his entire time to the Fresno state normal school of which he is president.

Spokane, Wash. Superintendent Bruce M. Watson has been re-elected for a term of two years. The school board has increased his salary to \$4,500 per year.

Supt. F. N. Tracy has been re-elected head of the public schools of Kankakee, Ill.

Iola, Kans. Supt. C. C. Brown has been re-elected.

Keosauqua, Iowa. The school board has re-elected Supt. Leon O. Smith and has voted him a substantial increase in salary.

Guthrie, Okla. By unanimous vote the school board of Guthrie, Okla., has re-elected Supt. F. D. Brooks for a term of two years. Without solicitation on Mr. Brooks' part the board increased his salary to \$2,200 for next year and \$2,400 for the year following. Mr. Brooks is spending the summer at Teachers' College doing graduate work in school administration.

Aberdeen, S. D. Supt. H. C. Johnson has been re-elected at a salary of \$3,000 per year.

Humboldt, Tenn. H. H. Ellis has been elected superintendent of schools.

Salina, Kansas. The school board has elected Miss Mary Moore as superintendent of schools.

Davenport, Ia. Supt. F. L. Smart has been re-elected at a salary of \$3,600 per year.

Ames, Ia. F. W. Hicks has been re-elected superintendent of schools.

Faribault, Minn. John Monroe has been re-elected superintendent of schools.

Beverly, Mass. Supt. R. O. Small has been re-elected.

Supt. D. E. Hickey has been re-elected for the third term at South St. Paul, Minn.

Red Wing, Minn. John L. Silvernale has been re-elected superintendent of schools.

Mr. O. R. Bowen, formerly superintendent of schools at West Point, Neb., has accepted a

position on the faculty of the Wayne State Normal School. Mr. Bowen took up his new work June 2.

Kansas City, Kans. Supt. M. E. Pearson has been re-elected for his seventh term.

Carthage, Mo. Supt. J. M. White has been re-elected after a service of twenty years in the schools. Mr. White first assumed the office in 1885 resigning to become associated with the state university. In 1903 he again became the head of the schools and has continued in office until the present time.

Supt. J. G. Collicott of Indianapolis, Ind., has been re-elected.

Vicksburg, Miss. J. P. Carr has been re-elected superintendent of schools.

Antigo, Wis. R. A. Brandt has been re-elected superintendent at a salary of \$2,100.

Parsons, Kans. Supt. F. L. Pinet has been re-elected at a salary of \$2,100.

Aurora, Ill. C. M. Bardwell has been re-elected superintendent of the East Side schools at an increased salary of \$3,350.

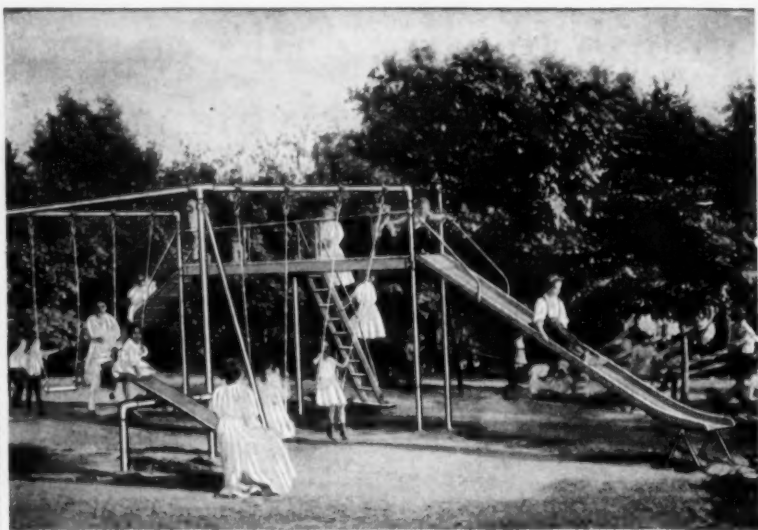
Massillon, O. Supt. L. E. York has been re-elected for a four-year term. Mr. York's salary was increased to \$2,500.

Supt. Henry G. Brown of Lebanon, Ind., has been appointed a member of the Indiana State Board of Education, to serve under the "vocational education law" passed recently by the legislature. This act increases the membership of the board to thirteen, an increase of three. Of the other two new appointees, one is a representative of organized labor and the other is a manufacturer.

Elgin, Ill. Supt. Robert I. White has been re-elected for his seventh term.

Wardner, Ida. Supt. J. A. Hibbard has been re-elected.

Supt. W. E. Hoover of Fargo, N. D., has been re-elected with an increase in salary from \$3,000 to \$3,250 per year. The election followed a bitter fight waged by four members of the board against Mr. Hoover, extending over a time-period of more than a year. The contest culminated in the April school election when the voters returned to office a majority of members of the board who were known to be favorable to Mr. Hoover. The four anti-Hoover members resigned immediately following the election.



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VOCATIONAL EDUCATION NEWS.

Dodge City, Kans. Preparation has been made for the addition of agriculture, domestic science and manual training to the high-school curriculum. The action taken by the school board leaves only one of the seventy-two second-class cities in the state without industrial education.

Suggestions for plans for the courses of study and equipment of the Francis T. Nicholls industrial school, now erected and the Isaac Delgado Central Trades School, to be erected, are being sought by the school authorities of New Orleans. For the Delgado school a fund of \$850,000 will be available, which is a legacy left to the city to establish a trades school for boys. The Nicholls school was built by the city and is the first public school to be devoted to vocational training. As the Delgado legacy provided for a boys' school it was decided to use the Nicholls school for girls only.

Several conferences have been had with the Board of Education and taking advantage of the presence of C. A. Prosser, secretary of the national board for the promotion of industrial and vocational education, who was in the city during the state teachers' convention, Mr. Prosser was invited to the conference and gave many valuable suggestions. Later a conference was held in which the factories inspectors, Public School Alliance officials, heads of department stores, members of the Playgrounds Commission and other civic bodies were invited.

The board is seeking light from every source to guide it in establishing the courses of study and installing equipment and as it is a movement new to the school authorities of New Orleans it is proceeding slowly and carefully. The Nicholls school will be equipped in time for its opening in the Fall term.

Fall River, Mass. Radical changes in studies and departments at the Durfee high school are contemplated upon the opening of the new technical high school. It is planned to make the Durfee school a preparatory school and to reserve the technical school for the finishing touches in education along industrial and business lines. In arranging the courses and departments, special attention will be given to the commercial and business end of the textile industry.

The New York City board of education has authorized an investigation into vocational guidance by the committee on high schools. Public hearings will be held and a report submitted to the board.

Chicago, Ill. Practical instruction for plumbers' apprentices has been provided in the Lane Technical High School by the vocational department of the public schools.

Arrangements have been made between the plumbers' union and the master plumbers' association whereby boys may attend school one-half day each week, receiving full wages for the time spent in study.

The work will consist of instruction in sanitation, plumbing, designing and installation, mathematics and applied English and history.

Parsons, Kans. The board of education has added vocational training to the work of the grades. The installation will cost about \$2,000 for the first year.

Fitchburg, Mass. The co-operative course for high-school students has been extended to the commercial course so that both boys and girls are now able to earn wages while they are securing an education. It is expected that the new course will cover a period of two years. After the first year, boys and girls will alternate, one week being spent in school and the next at work. The new course will, in a large measure, take the place of the business colleges.

Fitchburg, Mass. A vocational school for girls over seventeen years of age who are employed during the day is being discussed by the subcommittee of the board of education. The idea is a new one and only a few cities in the state have adopted it.

The new school is advocated by the Massachusetts state board of education and will be equipped to teach household arts, including cooking, sewing, housekeeping and millinery. No academic work will be pursued and the previous schooling of the girls who attend will not be taken into consideration.

The school will come under the general vocational-school law and will, if approved, receive state aid to the extent of one-half the expense of operation. Under the rules of the State Board of Education all moneys derived from the sale of goods manufactured, or prepared, and

sold by the school, must be applied to the conduct of classes. Tuition fees are expressly prohibited.

A summer vocational school will be opened on July 7, by the school board of Baltimore for boys and girls over fourteen years of age who are not enrolled in a regular day school. For boys, courses in woodworking, sheet metal work, and printing will be offered; for girls, courses have been arranged in dressmaking and millinery, and cooking and housekeeping. The instructors are skilled journeymen in the trades represented, and the women teachers are experienced housekeepers.

PENNSYLVANIA VOCATION LAW

The measure establishing vocational education for the public-school system of Pennsylvania, and for state reimbursement of school districts at the rate of two-thirds of the amount expended by them for such instruction, became a law on May first by approval of Governor Tener.

The law defines and establishes vocational, industrial, agricultural and household arts education and provides that such courses may be created under supervision of the state board of education, which is to name experts to assist in the establishment and maintenance of standards.

The administration is to be in the hands of local school boards which may combine for schools in any of the branches and also arrange for evening or part day-time classes in addition to regular day courses. Provision is made that pupils of districts which do not have such courses may receive instruction in another district under certain conditions.

The provision for state aid is for annual payments to districts maintaining such department of "an amount equal to two-thirds the sum which has been expended during the previous school year" for instruction "in practical subjects and such related technical and academic subjects as may be necessary to complete well-rounded courses of training." No district may receive more than \$5,000 a year. School districts that have paid claims for tuition in approved local or joint schools or departments are to be reimbursed to extent of one-half of the cost of such claims. The statement of expenditures is to



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be presented to the superintendent of public instruction by July 10 annually.

Dr. J. George Becht, secretary of the state board of education, in speaking of the law said recently:

"In extending the educational system through the vocational education act, which has just been signed by the Governor, Pennsylvania puts herself among the leaders of the states in this important department of public education. The State Board of Education is authorized to investigate the subject in general and to render assistance in the introduction of industrial, agricultural and household arts education, to assist in establishing schools and departments and to inspect and approve such schools as are provided for in the act.

"The purpose of this form of education is to give such training as is needed:

"First, That we may have more efficient men and women in the industrial and vocational walks of life.

"Second, That by means of this practical form of education we shall be able to hold in check, during the critical period of youth, the many children who react adversely to book training in our schools and consequently leave on one pretext or another.

"Third, That this large body of young people may be kept from entering upon duties and occupations where their development is likely to be arrested early and thus prevent growth toward wider efficiency.

"This form of education will reach four groups:

"First, Those boys and girls who are compelled by reason of home conditions to leave school at the close of the compulsory school age and who will thus never have an opportunity to attain high schools.

"Second, It will provide for these pupils who may take some part of a high school course but who are unable, by reason of financial or other conditions, to complete it.

"Third, It will provide a means for continuing the education of those who are now at work in the industries.

"Fourth, Provision can be made for those who will complete the high school course, but who are unable to enter college.

"It will be recalled that the bill provides for part day-time and also for evening classes.

"The schools have been severely criticised because so large a number of children have no definite preparation for specific work when they leave school. With vocational schools established throughout the state children will have a means for securing definite instruction for particular activities.

"On account of the great variety of industries in Pennsylvania the process of administration will be somewhat difficult and complicated. It involves a tremendous responsibility but, if the legislature in its wisdom will make the necessary appropriation, the successful development of the system along these new lines will be a question of comparatively short time."

VOCATIONAL EDUCATION IN CLEVELAND

Cleveland, O. A report of the vocational guidance committee of the Schoolmasters' Club recommends the establishment of courses in the public schools which shall facilitate the choosing of life vocations and the preparation for the work selected.

The committee's recommendations, although tentative are broad in their scope and embrace the entire school system from the primary grades through the high school. The further establishment of intermediate schools, between elementary and high schools, is also urged. These schools are to include the students from the seventh and eighth grades and from the first year of high school.

In order to have the requisite results the committee would incorporate the following ideas:

1. Establishment of differentiated courses in elementary and high schools for the development of life career motives.

2. Establishment of agencies for the discovery of natural abilities and tendencies at different periods in the child's life.

3. Provision for expert counsel and advice in the preparation of courses of study and special study leading to chosen vocations.

4. The gathering, classifying and distribution of material which shall give information about vocations.

5. The establishment of a centralized agency for the unifying of the various divisions of the work and for attaching a definite purpose to each, also, to exercise, as far as possible, an oversight over boys and girls in active vocational life until they reach the age of eighteen years.

It is pointed out in the report of the committee that intelligent guidance of pupils into vocations involves definite knowledge upon at least two important points: Familiarity with the character and needs of available occupations and familiarity with particular capacities, tastes and needs of the individual student. The former would include information concerning local industries and occupations, including lists and classifications; a knowledge of apprenticeship systems now in practice; familiarity with vocational schools and courses; a study of conditions of success in the different vocations. The information would be obtained from employers, statistical records of industries, etc., and would relate to numbers, rates of wages, physical conditions, etc.

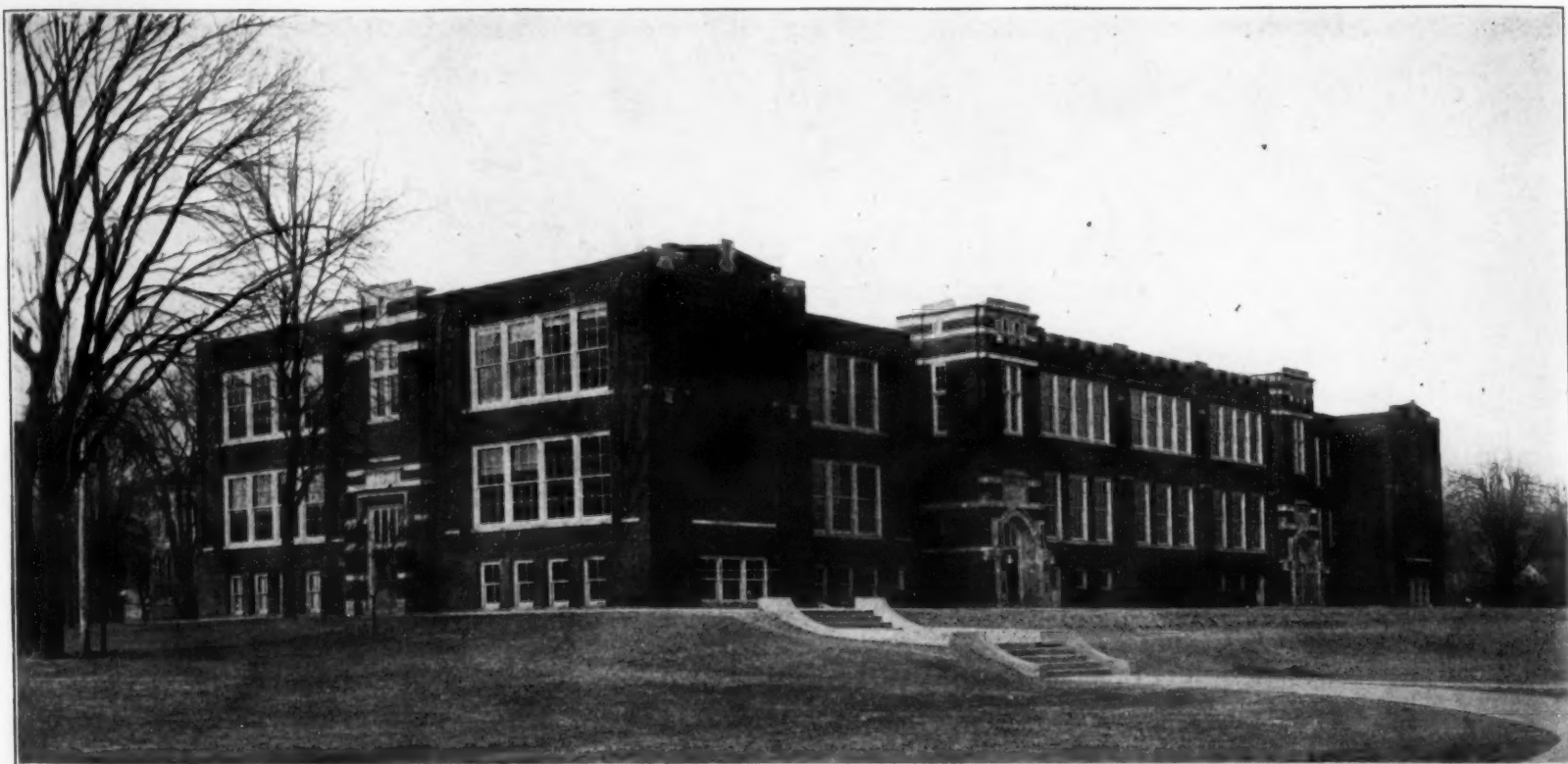
The latter would embrace a study of the applicant which would include a knowledge of his previous education, physical condition, natural ability for a given vocation, earlier employments, personal ambitions and psychological tests to determine special fitness for a particular line of work.

Attention is called to the lack of an adequate preparation in the grades for the life work of the students. This was found to be the greatest reason for children leaving school and entering the industrial field, and gave rise to a bad condition in the presentday schools—that of too early withdrawals. The remedy as suggested by the report is as follows:

In the elementary schools there should be a broadening of the course of study to include activities for the development of concrete expression and relation of work in the schools to life experiences. Incentive to effort by appeal to the concrete interests of the child is held most important.

In the higher grades, including the high school, a definite appeal should be made to the students for an interest and purpose in the studies pursued.

The New High School at Van Wert, Ohio



FRANK L. PACKARD, Architect, Columbus, O.

which is described on another page of this issue of this Journal is equipped throughout with Slate Blackboards.

Note, Mr. School Board Member, Mr. Superintendent of Schools and Mr. School Architect, the quiet harmony of the classrooms. It is there, you can almost feel it.

You know the writing surface is perfect. You know that slate makes the only perfect blackboard surface. You know the Van Wert High School has excellent slate blackboards.

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- 5 Do not warp.
- 6 Do not discolor.
- 7 Most hygienic.
- 8 Easily washed.
- 9 Wear for years.
- 11 No uneven surfaces.
- 10 No scaling or peeling.
- 12 Easy on teacher.
- 13 No resurfacing.
- 14 No janitor complaints.
- 15 No glossy surfaces.
- 16 No dust pockets.
- 17 Eye strain eliminated.
- 18 Best chalk marking surface.

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NEWARK, OHIO, PLAYGROUND CAMPAIGN.

In December, 1912, the board of education of Newark, Ohio, purchased a seven acre tract of land situated in the residence portion of the city for a High School Athletic field and public playground, at a cost of \$5,100. It was the intention of the board at the time to equip this ground, but it became apparent a few months later that the finances of the school treasury would not permit this for two or three years.

There had been some agitation by the local business organization and public spirited citizens for playgrounds in Newark. In view of these facts the superintendent of schools and the high school principal asked permission of the board of education to carry on a campaign to raise \$3,000 by public subscription during the April vacation week. Before seeking this permission the assistance of all city teachers was obtained, as well as the promise from the high school pupils to give up their vacation week to this campaign. The campaign opened on March 31st and at the end of the first day \$1,478.00 was secured. At the end of the second day over \$2,500, and the campaign closed the third day with over \$4,100.00. Since the close of the campaign an additional \$1,300 has been given, making a total of approximately \$5,400 for playgrounds in Newark. The success of the campaign was due entirely to the careful plan worked out in detail by the superintendent and the principal of the high school. The essentials of this plan may be of interest.

(1) The superintendent of schools and the principal of the high school effected the organization and supervised every move.

(2) Every teacher in the city made a contribution but did no soliciting.

(3) Every pupil of the city was given an opportunity to contribute.

(4) The Press of the city carried all campaign matter free, and were loyal to the cause. Carefully prepared "stories" were supplied to each of the newspapers for several weeks preceding the campaign. Photographs, statistics, and interesting facts about playgrounds were prepared and printed.

(5) The women's clubs were interested.

(6) Many ministers made special mention of the movement in their pulpits.

(7) The board of trade endorsed it.

(8) The board of education were highly interested and is the custodian of the funds.

(9) The six hundred high school students were divided into thirty teams of twenty pupils each, who did the soliciting. Everything was perfectly organized and at a stipulated time each day all teams met to report. The enthusiasm was great. It should be remembered that this campaign was waged during the week following the destructive floods in Central Ohio, and that Newark business men were liberal contributors to relief funds made necessary by the floods. Also that within the same year almost one hundred thousand dollars have been contributed by citizens for the benefit of four prominent charitable and public institutions.

It is planned that with the fund which has been secured as a beginning, that Newark will soon have one of the most complete systems of public playgrounds of any city of its size. The whole will be correlated with the educational system and under the direct control of the city board of education.

HANDLING WAGON SERVICE.

The centralization of rural schools has brought with it a number of most interesting problems in school administration. Not the least of these is the transportation of pupils living long distances from the schoolhouse.

The matter of finding suitable conveyances and of manning these with drivers who are fit guardians and companions of the children are readily solved by a careful principal and a circumspect school board. Certain small details of management, however, sometimes gives considerable trouble such as the rules for the conduct of drivers and of children and the manner in which routes are laid out.

As one contribution to this problem, Supt. J. M. Markel has devised a most complete set of rules for the use of drivers and patrons of the wagon service in force in the consolidated school at Buhl, Idaho. In this school ten wagons haul each day a total of 234 pupils to and from school.

The following form includes the entire rules and route sheet which, without further instructions or help, controls every detail of the wagon service:

GENERAL.

1. The wagons are for the accommodation of pupils and shall be used for school purposes only.
2. A copy of these rules, with route sheet attached, shall be furnished each family accommodated by the service.
3. Routes are established and drivers employed by the board of education; time schedules and regulations governing conduct on wagons are made by the principal.
4. Necessary complaints should be made to the principal or secretary of the board of trustees.
5. Parents are urged to co-operate with drivers and school authorities in rendering good service for the whole district.

DRIVERS.

1. Drivers shall furnish such horses and harness as will insure reasonably safe transportation of children.
2. Drivers will exercise care to protect the wagons from unnecessary damage.
3. Drivers are in full authority as to the adjustment of curtains and shall see that they are fastened either up or down.
4. Each driver must drive his own wagon except when unable to do so because of illness or other valid excuse. If compelled to employ a substitute the one so employed must be an adult capable of doing the work required of drivers.
5. Drivers are required to receive and deliver their pupils at the places designated by the principal.
6. Drivers shall make such reports at the end of each month as the principal may require.
7. Drivers must keep their watches with the time furnished by the principal.
8. Drivers have full power to discipline children and must protect pupils against violence and indecent language.

PUPILS.

1. Pupils must be at place appointed for taking wagon at time indicated on route sheet. The driver is not allowed to wait over five minutes and not that long continuously.
2. Pupils whose parents censure the drivers in presence of pupils on the wagon or elsewhere may be excluded from the privilege of the wagon.
3. Pupils must not engage in boisterous or disorderly conduct on the wagons nor use profane or indecent language.



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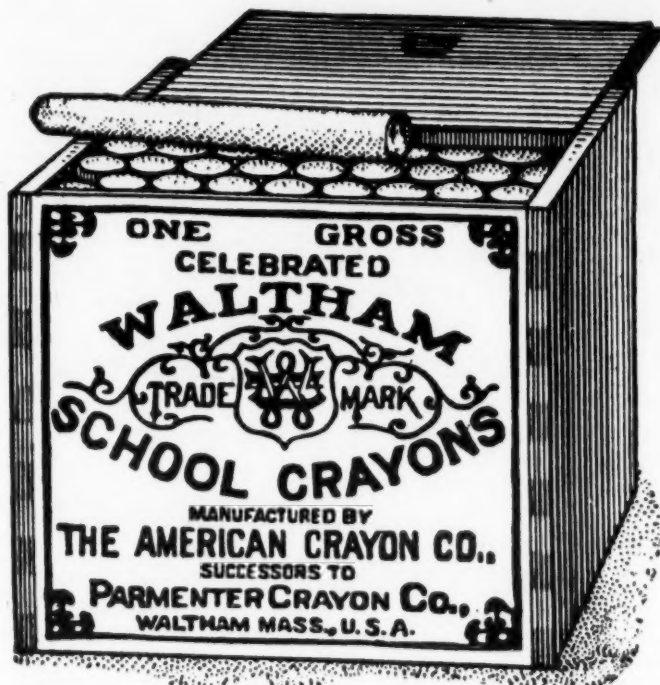
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4. Pupils must obey the driver as to getting on and off the wagon, assignment of place to sit, and such other regulations as will insure the greatest comfort to all.

PATRONS.
Don't magnify trifles. Don't expect perfect service under imperfect conditions. Assist the drivers. Demand respectful obedience from your children. Cooperate with the teachers.

A copy of the rules is given to each driver and must be carried with him every day. A copy is also sent to each family to be hung up in some convenient place where it can be constantly referred to.

Route Sheet.

Stopping Place Time—Good Roads Time—Bad Roads
(Space for 25 stopping places.)

The route sheet contains a full list of all the stopping places which the wagons make and also the time when they may be expected at each place. The columns "good roads" and "bad roads" are kept because in wet weather the wagons naturally consume more time in covering the distance from the first stop to the school. The wagons accordingly start earlier and the children are expected to be ready earlier.

The second form is a report which each driver must make monthly to the school board to show that he has done the work expected of him.

Driver's Report.

Name
Route
Month Ending
Number of families served
Number of pupils on route
Number of miles traveled
Number of times tardy
Number of times substitutes are sent
Repairs needed on wagon
How may the service be improved?
(Leave with Superintendent on Monday following close of the month.)

New Rules for Dubuque.

The Board of Education of Dubuque, Iowa, has recently made some radical revisions in its rules and regulations.

The number of standing committees has been

reduced from seven to four, eliminating one or two committees that were largely useless and distributing the useful functions of the three discarded committees among the remaining four. The committees, as newly constituted, are the committees on Education, Buildings and Grounds, Supplies, and Finance.

The committee on education takes over the functions of the former committees on teachers, textbooks, course of study and examination of teachers.

The remaining three committees are described by their names. It will be seen that four committees, with the titles and functions indicated, will cover economically and effectively the work of practically any board of education.

Besides providing for a reduction in the number of committees, the rules of the Dubuque Board have undergone a careful revision as to the work and responsibilities of janitors, the duties of the secretary, the use of the school playgrounds, and a variety of other topics.

More liberal provision, too, is made in case of teachers' absence, the following rule being substituted for the former regulation:

"Teachers absent from school on account of sickness certified to by a physician, or because of a death in their immediate household family, or from quarantine certified to by the Board of Health, may be absent three days without loss of pay. If absent more than three days they shall receive half pay from the fourth to the tenth day inclusive. After the tenth day, they shall be entitled to no further pay."

In general, the new rules are calculated to make for economy and increased efficiency in the forms of administration, and mark a distinctly forward and progressive attitude among the members of the Dubuque Board of Education.

BUILDING AND FINANCE.

The city of Minneapolis, Minn., is considering the organization, under an ordinance introduced in the common council, of a municipal building commission. This commission is to take charge of all public building projects, including school-houses. It is planned that the commission shall purchase from competent experts all plans for buildings, bridges, etc., and shall have them

constructed under the superintendence of its own engineers. It is claimed that big savings can be made.

Leavenworth, Kans. The school board has adopted a policy which prohibits in the future the furnishing of supplies by any member of the board and also forbids the payment of any individual member for supplies purchased for the schools. During a recent campaign charges were directed against the board and it was thought advisable to prevent the possibility of any suspicion being lodged against the members.

The school board of Syracuse, N. Y., has considered the proposition of adopting buckwheat coal as a fuel for certain school buildings. It was found that in some cases only a change of grates would be necessary and that a material saving could be effected by the substitution of smaller sized coal.

COMING CONVENTIONS.

June 12-16. North Carolina Colored Teachers' Association at Kittrell College.

June 18-19. West Virginia State Teachers' Association at Parkersburg. C. P. Murray, Williamson, secy.

June 24-26. Society for Promotion of Engineering Education at Minneapolis.

June 24-27. Maryland Teachers' Association at Annapolis. H. D. Caldwell, Chesapeake City, secy.

June 24-27. Ohio Teachers' Association at Cedar Point. H. W. Kerchner, Cedar Point, secy.

June 30-July 4. Conference of Superintendents and Principals of Maine at Castine.

June 30-July 3. Catholic Educational Association at New Orleans.

July 2-15. National Conference on Education of Dependent, Backward, Truant and Delinquent Children at Seattle, Wash. E. L. Coffeen, Westboro, Mass., secy.

July 1-4. American Institute of Instruction at Bethlehem, N. H.

July 7-11. Utah State Teachers' Association at Salt Lake City. Miss Ivy Williams, Salt Lake City, secy.

July 7-11. National Education Association at Salt Lake City.

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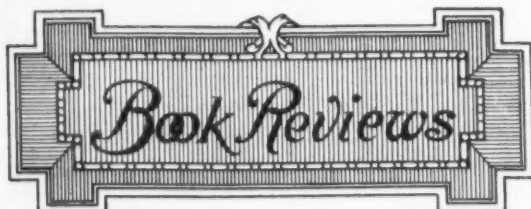
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Selected Lyrics.

Edited by Charles S. Thomas. Cloth, 89 pages, 25 cents. Houghton Mifflin Co., Boston.

This latest addition to the Riverside Literature series contains lyrics selected from the poems of Dryden, Collins, Gray, Cowper and Burns, to meet the college entrance requirements for 1915-1919. The poems intended for study have been treated very fully in the explanatory notes, comments and questions appended. Those intended for reading have only notes to explain difficult words and allusions.

Mighty England.

By Wm. E. Griffiths. 304 pages. Price, \$0.75. Christopher Sower Co., Philadelphia, Pa.

A compact volume that endeavors to tell the long and brilliant story of England and of British civilization. It is written from an American point of view. The narrative runs from prehistoric times to our Twentieth Century civilization. The points of contact between American and British history are particularly noted and made clear. The reaction of the United States upon England is forcibly shown; yet the main purpose is to demonstrate the power and grandeur of Great Britain and her beneficent influence on mankind and the world.

Essentials of Early European History.

By Samuel B. Howe, Plainfield, N. J. 417 pages. Price, \$1.50. Longmans, Green & Co., New York.

In the selection of essentials in early European history there has been an attempt to mirror the customs and life of the people and to explain the meaning of the great economic, social, and political movements of ancient, medieval, and early modern time, always having in mind their influence on present civilization. In chapter I, the ancient Mediterranean world is discussed, and the last chapter comes down to the period of the ascendancy of France and the Age of Louis XIV. There is a fine list of maps,

plans and charts and genealogical tables, which help much in the study of the essentials of early European history. There is a good bibliography and an index.

The Autobiography of Benjamin Franklin.

Edited by Geo. B. Aiton, State High School Inspector, Minneapolis, Minn. 314 pages. Price, \$0.45. Rand McNally & Co., New York.

The autobiography of Franklin is of perennial interest. It will help the young imagination. There is something so distinctively American in his life that every boy and girl should have more than a speaking acquaintance with one of the unique characters of early American history. There are aids to the study of Franklin at the back of the book. Among these are a chronological table, sayings of Poor Richard, notes, bibliography, a reading list and some valuable suggestions for teachers.

Studies in Literature.

By F. M. Tisdell, University of Missouri. 333 pages. Price, \$0.90, net. The Macmillan Co., New York.

This is a valuable book as an auxiliary for the study of classical literature. In Part I, the primary aim has been to define briefly the various literary types and to impress their most salient characteristics by the inductive study of representative classics, and an effort has been made to bring the thought of the classics into relation with ordinary experience. In this the author aims to systematize "literary study," and we think he has succeeded fairly. In the second part there is a brief survey of English literature with assigned readings from the literature itself. There are some good illustrations, although none of marked originality.

The Golden Door Book.

By E. H. Sneath, Yale University; Geo. Hodges, Cambridge, Mass.; E. L. Stevens, New York City. 308 pages. Price, \$0.50, net. The Macmillan Co., New York, Chicago.

The Golden Key Book. By E. Hershey Sneath, George Hodges and Edward Lawrence Stevens. 339 pages. Price, \$0.55, net. The Macmillan Co., New York City.

The Golden Door, and the Golden Key are readers of a series, intended to teach moral lessons by indirection. It is a grave question whether morality by indirection can be adequately imparted. The selections in both of these volumes are interesting, however, and with their

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Send for copy of Report of a Special Committee appointed by the New York Board of Education on the Teaching of Shorthand in High Schools, and particulars of a Free Correspondence Course for Teachers.

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aid and the teacher's skill the end purpose may be accomplished.

Human-Behavior.

By Stephen Sheldon Colvin and William Chandler Bagley. 336 pages. Price, \$1.00, net. The Macmillan Co., New York.

Teachers in general will not find much that they care for in this book; it is a purely psychological treatise, and although the matter is interesting in itself, it belongs to specialists. For this reason, we shall not attempt a review. The main divisions are: 1. General principles of behavior (consciousness and feelings). 2. Mechanical modes of behavior (nerves, instincts, habits). 3. Controlled behavior (sensations, memory, higher processes).

Principles of Economic Zoology.

By L. S. Daugherty, State Normal School, Kirksville, Mo., and M. C. Daugherty, Kirksville, Mo. 12mo, Cloth, 410 pages. Price, \$2.00, net. W. B. Saunders & Co., Philadelphia.

This book has an incorrect title; it is in reality a synopsis or compendium of systematic and structural Zoology, with brief accounts of habits and habitat of learning animals in each group. The style is clear, the illustrations numerous and excellent. This is a splendid book of reference for a small library.

The publishers might consult social amenities better by printing on their slip, "a prompt review" will be appreciated, instead of the categorical demand, "please review promptly".

Agronomy, A Course in Practical Gardening for High Schools.

By Willard Nelson Clute. 296 pages. Price, \$1.00. Ginn & Co., Boston, Mass.

This book, designed for high school students in cities, begins with chapters on chemistry, planting, cultivating, pruning, propagating, lawn making, plant breeding. Insect pests and plant diseases are fully discussed, and all known methods of control given. The book is unique in giving much space to the improvement of home grounds. It is so arranged that a previous knowledge of botany is not essential. It will prove a valuable gardening manual for the general reader, and is a timely publication. Mr. Clute is the author of several works of a similar character as well as a Laboratory Botany for high schools.

(Continued on Page 44)

HOW many thousands of dollars are spent every year in school furniture? And yet, every season brings a large recurrence in purchases of the cheapest equipment it is possible to obtain, in spite of the fact that previous experience has demonstrated the futility of such a course to effect an ultimate, appreciable saving.



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The problem of Correlated Mathematics for Secondary Schools is solved in a new series by Miss Edith Long, Head of the Mathematics Department, Lincoln, Nebraska, and Dr. William C. Brenke, Professor of Mathematics at the University of Nebraska. Part I ALGEBRA will be published in June, 1913. For advance sheets and further information, address

THE CENTURY CO.,

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New York City.

BOOK REVIEWS.

(Continued from Page 43)

The Mohawk Valley and Lake Ontario.

By Edward Payson Morton. 97 pages. Ainsworth & Company, Chicago.

Under the care of an uncle and aunt a brother and sister, fifteen and thirteen years old, go by steamer and automobile from Lake Champlain to Buffalo. Parkman and Cooper are their authorities in tracing the path of the explorer, the soldier, the romancer. Maps, pictures from original sources, excellent questions save this supplementary reader from becoming merely a guide book.

Poems of Christina Rossetti.

By Charles Bell Burke. 326 pages. Price, \$0.25, net. The Macmillan Company, New York City.

The noble spirit and beautiful art of Christina Rossetti are all too little known in the United States. Hence this volume is a delightful addition to the Macmillan Pocket Classics. The personal sketch is informing, the critical estimates are from high authorities in the literary world, while the notes lay emphasis either upon the main thought of a poem, or the circumstances under which it was written.

The Busy Builders' Book.

By Bertha B. Cobb and Ernest Cobb. 68 pages. Price, \$0.30. Ginn & Co., Boston.

Plain type, short sentences in short lines, pleasantly tinted problems are features of this constructive reader. It seems well fitted to help children to observe accurately, to read understandingly, and to work out these problems all by themselves.

Noted Pennsylvanians.

By Walter Lefferts. 256 pages. J. B. Lippincott Company, Philadelphia.

The author has given inspiring life-stories of twenty Pennsylvanians well worthy of being called "noted". In each case the facts have been effectively arranged and presented. The members of this group did much for their state, their country and in some instances, for the world. On this bead-roll may be found the name of an interpreter in pre-colonial days, of a great financier in revolutionary days, of a poet and traveller, of a famous war governor, of a king in the present-day steel industry. The mental and

moral qualities here pictured, tend to raise one's standard of living.

Select Poems of Robert Browning.

By Hugh C. Laughlin, New York City. 136 pages. D. Appleton & Co., New York, Chicago.

College entrance examinations have determined more than half of these selections. In the discussion of Browning, as a poet, marked notice has been given to his optimism and his invention of a new literary form, the dramatic monologue. The critical estimate shows range and discrimination. Perhaps the editor's most individual work appears in his suggestive questions.

The Teaching of History.

By Ernest C. Hartwell. Price, \$0.35. Houghton Mifflin Company, Boston.

A superintendent of schools offers to teachers of history in high schools and upper grammar grades, suggestions that have been thoroughly tested. These suggestions are pertinent, practical, timely, tending to make history a socially live thing. A valuable monograph on an important subject.

Language Teaching in the Grades.

By Alice Woodworth Cooley. 87 pages. Price, \$0.35. Houghton Mifflin Company, Boston.

One who has worked with children has studied their needs, and has reached some wise conclusions, has written this monograph. It will help teachers, supervisors, students of education not only to reconstruct the philosophy of language teaching but to rebuild its practice.

Stories of the Schoolroom.

By C. W. Bardeen. 250 pages. C. W. Bardeen, Syracuse, New York.

Eight readable stories dealing with incidents and conditions that may be found in the schoolroom. The plots show variety, but have an air of reality, while the style is easy and unpretentious.

A Foundation Course in Chemistry.

By J. W. Dodgson and J. Alan Murray. 243 pages. Price, \$1.10. Longmans, Green & Co., London.

This book meets admirably the need for a text in chemistry addressed especially to secondary students of agriculture and such as are preparing for a higher technical education. The ar-

range of the book is altogether unconventional on the theory that the subject can be approached best by beginning with facts which the student knows already about the common objects around him, and by formulating and extending this knowledge. Similarly the language of the book lacks that deadening formalism of the old-time chemistry text. Definitions and descriptions are stated simply and even interestingly and technical phraseology has been obviated where possible. A few expressions, strictly British in their application, are noticeable but should not detract from usefulness of the book in American schools.

Defoe's Robinson Crusoe.

Edited by Wm. T. Hastings, Brown University. Cloth, 383 pages. Scott, Foresman & Co., Chicago.

The present text belongs to the series of the "Lake English Classics" and has been reprinted from the Dobson reprint (1883) of the first edition. The main body of the story is retained; the changes involving merely the modernizing of the spelling and punctuation and the correction of printers' errors found in the older edition.

The book contains an introduction giving a rather lengthy outline of the life of Daniel Defoe and a chronology of his life and writings. Three appendices contain an historical account of the exiled Crusoe, the real story of the life of Defoe and a partial list of variant readings.

Cleveland, O. Dr. E. A. Peterson, school medical inspector has been appointed director of school and municipal playgrounds. Heretofore the school board's and the city's playgrounds have been operated as two distinct systems and duplication of effort has resulted. It is expected the new arrangement will be a great improvement as the work can be more systematically arranged than formerly.

Dr. Peterson plans to correlate the playground work with the summer schools and school gardens. Children are to be taught something worth while during their attendance at the playgrounds.

Waukegan, Ill. The school board has found it impossible to secure substitute teachers at the wages formerly paid and has accordingly raised the pay from \$1.50 to \$3 per day.

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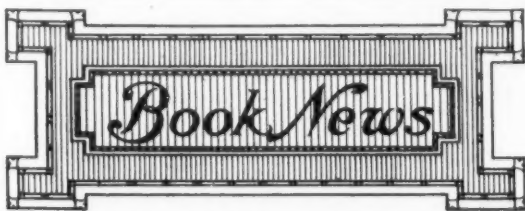
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DUTTON ACQUIRES THOMPSON BROWN COMPANY.

The Thompson, Brown Company conveyed last month to the firm of E. P. Dutton & Company its entire list of educational textbooks and general literature. The latter firm took over the entire assets and good will of Messrs. Johnson, Blagden and McTurnan.

The Thompson, Brown Company was one of the oldest educational publishing houses in the United States and was originally established in Boston in 1844. It has conducted a growing business uninterruptedly since then and will, in a measure, retain its identity as a distinct department of the Dutton Company.

Messrs. Burgess Johnson and Edward S. Blagden will be in active charge of the department and the agency force of the old firm will be continued in New England, in the Middle States, and in the Central West.

It is planned by E. P. Dutton Company to develop an educational publishing business of the highest character, with the Thompson-Brown texts as a nucleus. Such titles of the Dutton list as are adapted to college and school use will be placed in charge of Messrs. Johnson and Blagden, including the well known Temple Shakespeare and Everyman's Library of English Classics.

Mr. Frank Smith will continue to represent the firm in New England. Mr. Edgar Webb will have entire charge of the western business with headquarters at Indianapolis.

AMERICAN TEXTBOOKS.

A recent issue of the Saturday Evening Post, Philadelphia, contains a most interesting correction of an article on the cost of school books in Canada, and in the United States.

School officials who have read the rather mis-

leading argument for cheaper textbooks in the United States will find the following of interest:

"Some weeks ago an article appeared in these columns under the heading, *Expensive Free Education*, in which Mr. Edwin R. Wright, president of the Illinois Federation of Labor, compared the prices of American and Canadian school-books in such a manner as to give the impression that parents in the Province of Ontario can buy elementary textbooks for their children, equal in every respect to those sold in the United States, at very much lower prices.

"Mr. Wright specifically instanced a primer, used in the schools of Ontario, which is sold at the modest price of four cents, and compared it with an American primer that costs twenty-five cents. The Canadian book was prepared under the supervision of the provincial government and is published by a Toronto merchant. On the face of it, here is a rather startling discrepancy in price; but it becomes less and less startling as the facts surrounding the two books are examined. A twenty-five-cent American primer and the four-cent Canadian book were laid side by side and carefully inspected. The former is the larger book. It contains more paper and forty more pages than the latter. The paper stock used is of a higher grade; the binding is more substantial, the illustrations are better drawn and are more beautifully reproduced. Still, at first blush, the Canadian book appears the better money's worth.

"Experts who have examined the Canadian book say that the mechanical cost of producing it would be in the neighborhood of seven cents. This means that if the electrotypes were turned over to a publisher he would have to spend that amount on paper, presswork and binding. Why, then, does the Toronto merchant sell the book at four cents? Presumably, because he thinks it good advertising and because he values the prestige that grows out of supplying an official book.

"Here is another fact of prime importance: Before the book was turned over to the publisher it had cost the provincial government, for writing, editing, illustration and the making of plates, upward of eight thousand dollars. The people of Ontario paid this eight thousand dollars; but, like the drummer's spring suit, it did not appear in the bill. Divide this amount up

among an edition of one hundred thousand primers and you have each little book saddled with an invisible charge of eight cents that somebody has paid in taxes. The farther the comparison of the two books is pursued, the more the apparent price-discrepancy dwindles.

"American schoolbook publishers feel that some statements in the article in question reflect unfairly on their business. They particularly resent the statement that it would be possible to save American parents millions of dollars annually by having the Government go into the schoolbook business. They assert that our total annual expenditure for textbooks is only about twelve million dollars, and that this sum is divided among more than sixty competing concerns."

TEXTBOOK NEWS.

The Isaac Pitman system of shorthand which is in use in the extension teaching at Columbia University will be taught to students of the new School of Journalism. The course of study in the School of Journalism pre-supposes a knowledge of stenography and typewriting as essential to the success of a journalist. Students who are not familiar with some standard system of shorthand will be required to enter the shorthand classes of the university in which the Pitman system is taught.

The Boston school committee has recently adopted textbooks and supplementary books for the school year 1913-14. The list includes:

Language—Aldine's First Language Book, Part I (Newson).

Spellers—Sanborn's, Part I (Sanborn); Champion, Part I (Am. Book Co.).

Household Arts—Morris's Household Science and Arts (Am. Book Co.).

Dictionaries—Comprehensive Standard and Concise Standard (Funk-Wagnalls).

Readers—Carroll & Brooks' (Appleton); Mickens & Robinson's Mother Goose (Silver-Burdett).

Physiology and Hygiene—Jewett's Good Health, Body at Work and Town and City; Ritchie & Caldwell's Primer of Sanitation and Ritchie's Sanitation (World).

Barnes' Brief Course in Bann Pitman shorthand has been adopted by the high school at Florence, Ala. Barnes' Remington Typewriter Instructor has been adopted by the high school at Sumter, Ore.

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Encyclopedic School Edition

1,260 pages, 1,700 engravings, 14 full-page black plates, 9 colored. Contains everything in the *Encyclopedic Library Edition*, except two colored plates and supplemental dictionaries. Size, 7x9 $\frac{1}{4}$ inches. Three-quarter leather, marbled edges, patent thumb index, \$3.00.

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1,056 pages, 1,282 text engravings. Etymologies, synonyms and antonyms. Abridged from *Encyclopedic Edition*. Size 6x8 inches. Half leather, sprinkled edges, not indexed, \$1.50. Marbled edges, thumb index, \$1.75.

Intermediate School Edition

460 pages, 600 engravings. 30,000 words; 6,000 synonyms. Dictionaries of grammar, rhetoric, elocution and prosody. Size 4 $\frac{1}{4}$ x6 $\frac{1}{4}$ inches. Abridged from *Students' Edition*. Extra cloth (black), gold and blind stamped, 52c.

Students' Common School Edition

760 pages, 840 engravings, 19 full-page plates. Etymologies and derivations. Hemispheres in colors. Size, 5x7 inches. Extra (black) cloth, gold and blind stamped, not indexed, 80c. Extra cloth, marbled edges, indexed, 90c.

Elementary School Edition

384 pages, 450 engravings. Plates: Presidents of U. S.; mathematical planes, angles and bodies. Abridged from *Intermediate School Edition*. Size 4 $\frac{1}{4}$ x5 $\frac{1}{4}$ inches. Extra cloth (black), gold and blind stamping, 28c.

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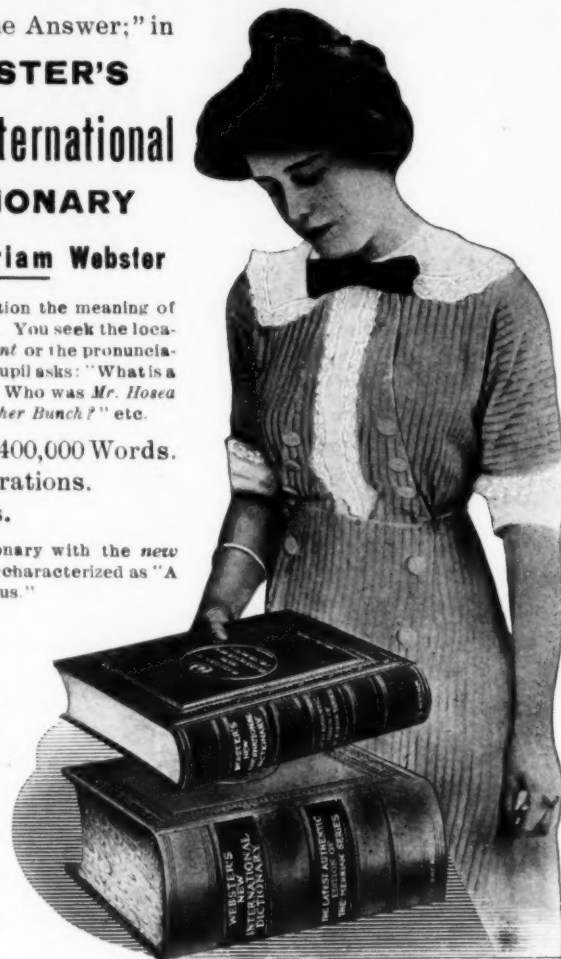
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St. Louis, Mo. The passage of the state law permitting children five years old to enter school has resulted in a reorganization of the kindergarten department. Children who have reached the age of five and also those who are six years old and without kindergarten training will be assigned to the kindergarten. All who are six years old and have had at least one-half year's work in this department will be permitted to take up primary studies.

New Orleans, La. The school board has adopted resolutions discouraging the practice of its employees of serving as election officials.

Taunton, Mass. The school board recently appointed a committee to investigate the question of a shorter course for the elementary schools. It has been found that not over five per cent of the pupils who enter the grammar school complete the course. The aim is to modify the course so that a larger number of pupils may remain and complete the same.

Troy, N. Y. The school board has passed a rule prohibiting corporal punishment except as an extreme measure.

Leominster, Mass. The school board has recently decreed that all pupils who live a mile or more from the nearest school building to which they are eligible to attend shall be transported to school at the expense of the school department. At the present time there are only seven who will take advantage of the privilege.

Mobile, Ala. The school board has granted permission to Jewish children to be absent on Jewish holidays without demerit.

Topeka, Kans. As a means of protection, the school board has taken steps toward enclosing all machinery in the manual training department. Wire guards and metal covers over moving parts will be used for the purpose.

Wichita, Kans. Pupils of the public schools have been authorized by the school board to prepare sketches showing the most practical plan for conducting fire drills in the high school. Every exit in the same must be used and each suggestion must be accompanied by detailed explanations. The pupil who prepares the best plan will be given a small prize and the idea will be adopted for the regular fire drill. The high school has never had anything of this nature and it is believed the pupils should be better protected in case a conflagration should occur.

Attleboro, Mass. The school committee has made some changes in the regulations pertaining to the schools. They are as follows:

"The superintendent shall be the advisory and executive officer of the committee, and under its direction and control shall have the care and supervision of all the public schools. He shall recommend teachers and also courses of study. He shall direct and supervise the public schools in conformity with the courses of study, etc.

"In case of very stormy weather he may suspend any or all the schools for a part or the whole of the day.

"Teachers shall be elected and their salaries determined annually at the first regular meeting of the committee in May or as soon thereafter as practicable. The superintendent shall assign teachers to positions and make such transfers as he may deem necessary, subject to the approval of the committee.

"Substitutes are to be paid as regular teachers are paid. The pay of substitutes in the high school shall be \$3 per day and in the grades \$2.40 per day. After two weeks' continuous service in one school, experienced substitutes may receive \$3 per day.

"Teachers may be allowed two visiting days each year at the discretion of the superintendent, to visit other schools designated by him.

"There shall be an outdoor recess of 10 minutes, morning and afternoon, for all grades below the high school, the recess to occur near the middle of the session; provided, however, that when the weather is so unfavorable as to render it unsafe, principals may omit the outdoor recess and devote the same time to relaxation in the rooms."

Notice was also given of the intention to change the sessions of schools. It involves the introduction of afternoon sessions in all schools except the high school, the hours to be from 1:15 to 3:30.

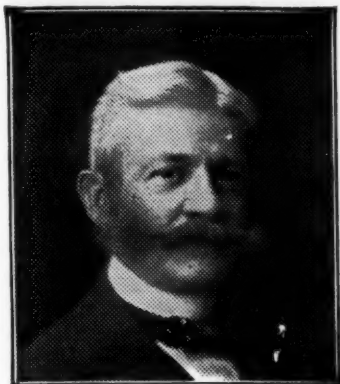
The Kansas State Board of Education and the commission appointed by the governor have begun the preparation of a uniform course of study for all schools below the high school.

The new course is the result of the new law recently passed by the state legislature providing that all schools shall teach the same subjects and shall fix a definite time for the study of the same. In the past there has been no uniform course in the state and there has been much variation in the work covered.

The law specifies that pupils shall not be compelled to take more than six subjects a day and requires that arithmetic, reading, spelling and writing must be taught for six years. Grammar must be given during a period of three years and United States history must cover a period of one year and civics one-half year. The new course will be printed and issued in July.

To ascertain the extent of smoking indulged in among the pupils of the public schools of New Orleans, Dr. Edmund Moss, chief medical inspector, made an investigation recently. He obtained reports on 11,564 boys and of this number 1019 were reported to be users of tobacco. Of this number 17 were tobacco chewers. He then ascertained that while the average of the boys who fail of promotion is 19.9 among the smokers the average was 39 per cent. He also found that of the total number of smokers 13.7 per cent were in the fourth and fifth grades and that the percentage decreased until in the eighth grade there were 9.8 per cent. Of course smoking is prohibited in the schools but there are boys who use tobacco when away from school, some with and others without the knowledge of their parents.

St. Paul, Minn. The school board has granted an increase of \$1,800 to the executive agent and has increased his working time from nine and one-half months to twelve. In addition to his other work, he will have charge of the purchase of supplies and will act as principal of the summer school.



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San Francisco, California.**School Administration.****BOSTON TO SIMPLIFY COURSES.**

A comprehensive report on the Boston school curriculum has been received by the school committee from Superintendent F. B. Dyer.

Dr. Dyer proposes many changes which he urges for securing economy of time and effort on the part of both pupils and teachers and which he believes will make for greater efficiency.

The following few sentences culled from the report will give a clue to the character of Dr. Dyer's proposals. He writes of the program and course of study:

"To simplify the course and to energize the work of the students are probably the most effective means of economizing school time. The course of study should be simplified by eliminating non-essentials and placing emphasis upon the fundamentals.

Study courses beginning with that for English, should be reconstructed. "In the instruction, drills which are given to exercise the memory should be short and intensive and carefully distinguished from the lessons which are intended to develop thought and judgment.

"Differences of opinion between parents and teachers should not be settled in the schoolroom nor in school time if avoidable.

"The net amount of school time should be increased by authorizing elementary principals to require presence of pupils not less than ten minutes before the regular time of school sessions in the forenoon and five minutes before the beginning of the afternoon session, in order to dispose of wraps, distribute material, make records, and so forth.

"School time should not be consumed in assembling or dismissing pupils.

"School signals on rainy days should not be rung unless absolutely necessary.

"New work should begin at once upon the opening of the school term, instead of having days and weeks of review of the past year's work. Reviews of the year's work at the end of the school year should also be eliminated to a big extent," the report suggests.

"Regular work should be followed with vigor until the last day of school. At the last of the year pupils should be promoted not merely on paper, but also to the room they will occupy the following year, that they may acquaint themselves with the location.

"Graduation exercises should be extremely simple and school time should not be diverted to their preparation. The graduation programme should be rigidly adhered to in regard to time. Children should be encouraged to dress simply, and public presentation of flowers and presents should be discouraged. Awarding of diplomas should be the principal feature."

A SCHOOL YEAR OF FOUR QUARTERS.

At a recent meeting of parents, principals, teachers, and school directors in Norristown, Pennsylvania, Superintendent A. S. Martin suggested that the board and patrons consider the advisability of establishing a school year consisting of four quarters of sixty school days. The attendance during three of the quarters could be made compulsory and optional for the fourth.

This plan will enable children who are obliged to leave school on account of financial stress in the family to complete the entire school course, elementary and high school, at the age of fifteen instead of eighteen. The compulsory school law

of the State requires the attendance of children until the age of fourteen. Many of the children would undoubtedly be permitted to remain a year longer in school in order to complete the high-school course. This plan will bring the value of a high school training within the reach of those who need such a training most.

Children who are so unfortunate as to lose time on account of sickness or on account of quarantine could maintain their class standing by attending school during the fourth quarter. The pupils who are mentally slow could also take advantage of the fourth quarter. Parents who desire their children to have a college training but who cannot afford to maintain them until they are twenty-two years old could have them prepared to enter college at the age of fifteen or sixteen. This would enable graduation from college at twenty or earlier.

The above plan is in the line of school economy and would undoubtedly improve the school product. Such a plan is necessary to make the agricultural or rural high school efficient. Four quarters would also aid materially in the grading of the schools. It would make it possible in this school district to attend two hundred and forty days instead of one hundred and ninety-five. The chief additional expense would be the salaries of teachers.

Merit System Adopted.

The school board of Eureka, Cal., has adopted a merit system recommended by Supt. N. B. Van Matre as a means of further increasing the efficiency of the teaching corps of the public schools. The system went into effect May 31.

The new arrangement provides for an examining committee of five consisting of two members elected from the board and two from the teaching staff, together with the superintendent. The committee is to conduct examinations according to the conditions prescribed for the filling of all vacancies excluding special teachers.

Annual examinations of applicants are to be held. Each teacher will be given a rating on an eligible list and vacancies in the staff will be filled from this list. Those having the highest standing will be given preference. The eligible

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list is divided into three classes, namely, those applying for first and second-grade positions; those applying for third, fourth and fifth-grade positions, and those applying for sixth, seventh and eighth-grade positions. The rules read:

1. There shall be no written examinations to ascertain the applicant's technical knowledge, a legal certificate to be accepted as such evidence.
2. Each applicant shall file a written application giving experience and references at least fifteen days before the date of examination.
3. Each applicant shall be notified by letter, of the date of examination at least ten days before said examination is to be held.
4. It shall be the duty of the committee to orally examine and pass upon the qualifications of applicants for the eligible list.
5. Each member of the committee shall mark each applicant on the following points—preparation, experience, personality and general fitness for teaching. Each member of the committee shall average his marks of each applicant. The five averages shall be averaged by the Superintendent and the final result shall be recorded as the applicant's grade for the eligible list.
6. The eligible list shall consist of the names of those examined, and the names shall appear on the eligible list according to the grade made in the examination, placing the highest grade at the head of the list and the others in numerical order.
7. All appointments in the elementary schools, except special teachers, shall be made from the eligible list in the order in which the names appear on the list.
8. The rating on the eligible list shall be in effect for eleven months immediately following the rating.
9. The term of office of the examining committee shall be one year. Should a vacancy on the committee occur it shall be filled in the same manner as a regular appointment is made.

Higher Qualifications in Vermont.

High professional qualifications will in the future be required of union district school superintendents and high-school teachers in the state of Vermont under a recent ruling of the state board of education.

According to a summary of the requirements,

which are to be in force after July, 1913, all newly appointed superintendents must have:

1. A college degree or graduation from a four years' course in a normal school following upon a four years' course in a secondary school.
2. Actual teaching experience of at least two years.
3. Evidence of knowledge of the history of education, educational psychology, school administration and methods of teaching.
4. Present incumbents should be put under promotion requirements that will tend to increase their efficiency. This may be secured by conditioning all increases in salary upon satisfactory evidence of the completion of a stated minimum of professional study.

Another ruling of the state board of education entitles high-school teachers who can present satisfactory record to a renewal of certificate for five years. However, after July 1, 1913, certificates will be granted for positions in Vermont high schools of the first class only to those who can meet the following requirements:

1. A college degree or graduation from a four years' normal course following a four years' course in a secondary school.
2. Satisfactory evidence of college work in at least two or three-hour courses pursued through one year of two semesters each, said courses constituting the "majors" for certification.
3. Satisfactory evidence of college work in at least two other subjects pursued through one semester each, said courses constituting the "minors" for certification.

The subjects under two and three to be selected from the following list: English, history, mathematics, French, German, Greek, Latin, biology, botany, agriculture, physics, chemistry, music, drawing, mechanical arts, physical geography, physiology, domestic science.

After July 1, 1914, high school teachers will be obliged to meet the following professional requirements:

Satisfactory evidence of the completion of college work in at least four semester courses of three hours each or two year courses of three hours each in subjects selected from the following fields: History and principles of education,

psychology of education, methods of teaching, school administration.

Why Children Leave School.

A recent report of the attendance officer for the public schools of St. Louis, Mo., gives some interesting findings relative to the reasons for children leaving school.

An inquiry among more than 1,400 children who applied for and obtained employment since last January, with reference to the causes for leaving school, was instituted by the department under the direction of the superintendent. It has been found that 72 per cent gave poverty as the principal cause and that a dislike for school or an inability to succeed in school influenced 14.9 per cent.

A preference for work, especially vocational work, drew 9.5 per cent of this number. The desire on the part of parents for a child's earnings drew less than 4 per cent.

The stress of poverty draws from the high school as well as from the grades. More than 1,000 children who left school on this account had not yet attained the average of a sixth grade education.

Shoe and clothing concerns employ the largest number of children closely followed by the department stores. These children are under the supervision of the State Factory Inspector. Others are employed in small stores and offices not visited by the inspectors.

The following is a summary of the occupations of unguided children who have accepted employment:

Sixty-two per cent of St. Louis children between the ages of 14 and 16 receiving employment are boys and the rest girls.

There is practically no difference due to sex in the amount of education received by boys and girls of this group.

These children enter eighty-five different occupations, 95 per cent in nineteen different pursuits and 5 per cent in sixty-six additional lines.

The boys entered seventy-three of the eighty-five occupations. The girls entered forty. The girls are twice as restricted as the boys in their choice of pursuits.

Roughly calculated it is said that 90 per cent of these children enter unskilled pursuits; 7 per

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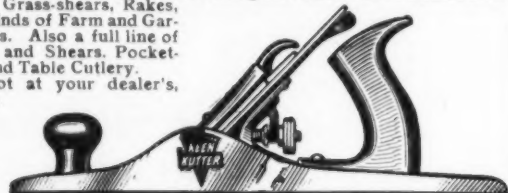
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cent enter low skill labor and 3 per cent skilled work.

Seventy per cent of these children enter occupations that demand merely fetching and carrying, such as delivery, cash, messenger, errand, wagon, hall and bell boys.

Fetching and carrying occupations are usually filled by pupils from the sixth grades and the clerks, office workers, milliners and apprentices are drawn from the seventh grade. The higher the grade at which the pupil leaves school the better the situation which is obtained.

In the absence of vocational guidance those who wish to secure employment will seek those fields where the demand is greatest and the supply unlimited. Hence most of them will seek factory work or employment in stores or as messengers. Out of 5,593 children 3,287 enter the first two groups, while those occupations requiring greater skill draw 1,004 of the whole number.

It has been found that skill must be acquired in any field of employment during the early teens. The lack of it makes the worker drift from one place to another. He can fill only the poorer positions and finally is out of employment.

TEACHERS AND SCHOOL ADMINISTRATION.

Chicago, Ill. The school management committee of the board of education has recommended that requests from instructors for leave of absence before school closes be denied. Many teachers have made requests for permission to withdraw from one to two days before the time set for the end of the year has elapsed. The custom has the effect of interfering with the completion of the work of the year.

The school authorities of Cincinnati, O., have under consideration two important innovations affecting the public school teachers. One of them is the abolition of the annual teachers' institute and the other is the raising of the salary standard.

As a step toward the latter, principals have been asked to report on the salaries received by the respective teachers and also to submit data concerning living expenses, etc. Practically

every large city in the country has been drawn on for information concerning these two points and a report is expected at an early date.

Teachers have been requested to vote on the question as to whether or not the teachers' institute should be dispensed with. Formerly it has been customary to hold daily meetings during the week preceding the opening of school. In place of these meetings, it has been suggested by Supt. R. J. Condon that an annual meeting be held on the Saturday preceding the opening of school, to be principally of a social nature with an inspirational talk by a prominent speaker. Also, during the year at various times, there should be meetings presided over by able speakers who would thus have a chance to make their influence more telling. It is pointed out that the concentration of all the talks at one meeting tends to efface the impressions gained from any one speaker.

Youngstown, O. The school board has under consideration the passage of a rule compelling applicants for teaching positions to pass a medical examination showing that they are physically fitted for their work. The rule has become necessary due to the large number of teachers who are off duty on account of sickness. It was found that in cases where teachers were away from their classes twice in a day it was impossible to secure the same substitute and the work suffered from too many changes.

Cleveland, O. A committee has been appointed to work out a plan by which the salary and hours of instructors in academic and vocational high schools may be equalized. Because of longer hours vocational instructors' salaries average 20 per cent higher than those paid academic teachers.

The school board of Springfield, Mo., is probably the first Missouri board to take advantage of a new state law providing for the establishment of a teacher's training course in the high school. The measure provides that each standard high school which includes this training in its curriculum shall receive \$750 each year from the state to assist in carrying on the work. The amount to be obtained by any school is limited to \$1,200. The course must be under the super-

vision of the state superintendent of instruction.

Under the new plan, seniors and juniors will be given courses in pedagogy, a review of the elementary branches and some idea of how to teach elementary agriculture. At least ten members in a class must take the work.

Baltimore, Md. The power of suspending teachers will hereafter be shared alike by the board of superintendents and the superintendent of schools, according to a recent ruling. In the past the superintendent had the power to suspend after which the board passed upon the action. The change makes it necessary for the superintendent to bring the matter before the board of superintendents to be settled by a majority vote. This is then reviewed by the board of education.

Waukegan, Ill. The school board has passed a rule which provides that all questions involving the conduct or qualifications of teachers shall be discussed in executive session. It was also provided that all high-school instructors shall hold a degree from an accredited college or university and shall have served at least two years in a secondary school. The latter has the effect of compelling local candidates to seek outside experience before entering the schools of their home town. No increase in wages will be granted to high-school teachers who do not possess the required degree.

Snohomish, Wash. Married women at present employed in the public schools are not to be continued on the teaching force and teachers who may in the future seek appointment must be single. The board has made this change in its policy on the ground that there were hundreds of single women seeking places on the teaching staff who should be given preference.

Cleveland, O. Supt. J. M. Frederick has recommended that only retarded children be admitted to the summer school. The term will be limited to eight weeks giving three weeks' vacation to those who are compelled to attend.

Iola, Kans. The board of education has authorized a summer school of six weeks. The classes will be open to pupils from the third to the eighth grades.



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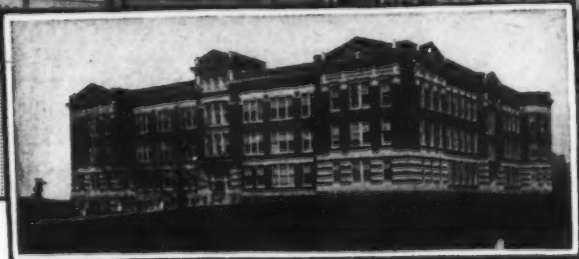
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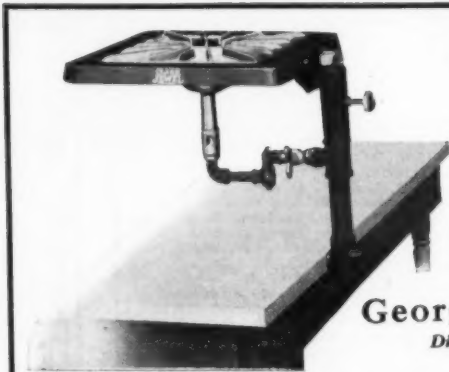


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RULES AND REGULATIONS.

Fitchburg, Mass. The attendance committee of the school board has recommended for adoption a set of regulations governing the granting of newsboys' licenses. The state law places the control partly in the hands of the school committee and of the city council. The rules are as follows:

Licenses may be issued to boys between ten and fourteen years of age for selling papers and other wares by the chief of police upon the written application of the parents.

The licensee must attend school.

If in the opinion of the police, it is necessary the license may state the place where the business is to be pursued.

Peddling papers is prohibited after eight o'clock P. M., except on state and national holidays and other special occasions when permission is given.

Any license may be suspended or revoked at the pleasure of the police or the truant officer.

Quincy, Mass. The following rules have been adopted for the renting of school halls:

Application shall be in writing and sent to a committee of three of which the chairman and the superintendent shall be members; the committee may grant the application if in their opinion it is advisable after a consideration of the facts.

If any doubt exists in the mind of the committee, it shall ascertain the wishes of the members of the school committee and a majority vote shall determine the question submitted.

A charge shall be made which shall be sufficient to reimburse the city for the expense incurred by the letting. The use of a hall may be let free of charge for any educational purpose

if two-thirds of the members so vote. Rent shall be payable in advance.

Akron, O. The school board has expressed its disapproval of the use of the name "high school" in connection with any public gathering or social function which is not under its supervision or control. The action was taken following the discovery that certain persons had been arranging dances and other functions and advertising them as high-school affairs. Some of these entertainments were found to have brought together people which were not desirable and the board has decided to prevent the use of the name hereafter.

MR. TABER ADVANCES.

Mr. C. W. Taber, who for the past five and one-half years has represented the G. & C. Merriam Company in the middlewest, has resigned to become western manager of the Funk & Wagnalls Company school texts.

Mr. Taber has had more than ten years' experience in dictionary work and made a notable success of the Merriam business in the middlewest during his connection with the firm. In his new position he will have especial charge of the educational work for the Funk & Wagnalls school and college dictionaries and for the new forthcoming Complete Standard Dictionary. This last book, which will be ready for distribution about July first, has added to its former key alphabet pronunciation system, the diacritical markings found universally in school textbooks. The work will, therefore, appeal especially to school people.

Mr. Taber's territory will include the states west of the Ohio River and east of the Rocky

Mountains. He will make his headquarters at Chicago.



MR. C. W. TABER,

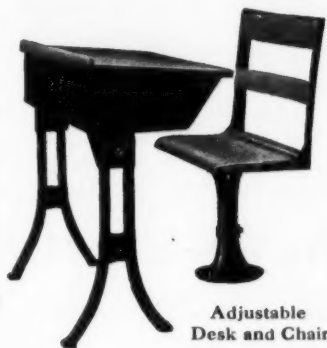
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The Editor's Mail

PRINTING IN THE SCHOOL CURRICULUM.

To the Editor:

Chicago, May 1.

If there be any truth in the criticisms of the present-day public school that its curriculum is designed chiefly for the benefit of lawyers and professional men—of those who are to be thoroughly educated in book lore, it is well to consider how we may best attain the most desirable practical experience for the boys who will go into trade and industry—those who are to build up our land and not simply solve its professional problems.

Owing to the business in which I am engaged my attention has been called to the question of installing in grade and high schools, in colleges and universities and particularly in manual training and technical schools, usable outfits for teaching the Printing Art.

Little argument is needed to convince educators and business men that a printing office is one of the most efficient helps to a student that can be secured.

In learning to print the student acquires these important things:

- Knowledge of the uses of words.
- Proper construction of sentences.
- Punctuation.
- The division of words into syllables.
- Correct spelling and capitalization.
- Names, characteristics and proper use of types.

How to display thoughts attractively in print. Ingenuity, deftness, originality, accuracy.

The printing office is in fact a pretty liberal education in itself. Many an old, seedy-looking printer has in his brain a store of accurate knowledge, a mine of valuable facts, that would put the college graduate to blush for his comparative ignorance.

A boy trained to handle type and press will have a trade that, no matter what mishaps may wreck his plans and ideals in later life, will always be available and will always insure him

work. If he succeeds in any line of business he will have as one of his most valuable assets a positive knowledge of the art that at least touches and frequently dominates the business of the world. One who knows what type is and what it may be made to do has a very practical advantage over any one ignorant of those facts.

Educators interested in this proposition will at once ask what it will cost to install a printing outfit in a school. The price is elastic. Years ago we furnished to the Indianapolis grade schools a dozen or so outfits costing on an average some \$50 or \$75 each. They are practically amateur outfits, but they were found very valuable nevertheless. I am told that the Indianapolis schools today rank high among educational institutions.

A good, moderate outfit may be bought for \$350.00; a complete "A1" outfit, for \$1,000. A good plan is to try a moderate outfit at the start and improve it from time to time as new machines, type, etc., are produced. It is always easy to buy more.

W. H. FRENCH,

President, Barnhart Bros. & Spindler.

MC CLYMONDS RESIGNS.

John W. McClymonds who for twenty-four years has been superintendent of schools at Oakland, Cal., resigned at the recent May meeting of the school board. That the resignation was not altogether unexpected is evidenced by the fact that the board without considering other candidates elected Assistant Superintendent A. C. Barker, to the superintendency. Mr. McClymonds has been a leading schoolman on the Pacific Coast for many years. He has seen Oakland grow from an obscure village to the third largest city in California, rivalling its neighbor city San Francisco, in the importance of the shipping and manufacturing interests. Mr. McClymonds' strength as an organizer and supervisor was shown especially during the years immediately following the San Francisco earthquake and fire when Oakland's population doubled and its school enrollment grew at a breakneck pace. Of late he has not been in accord with the policies of the board of education and has opposed strenuously interference with his own initiative in educational matters.

Superintendent-elect A. C. Barker has been connected with the Oakland schools for four years

past as a group principal and assistant superintendent. He is a graduate of Leland Stanford and has done advance work in education at the University of California. At various times he has been connected with the schools at Santa Rosa, Salinas and Eureka, Cal. He is considered a strong administrator.

MR. CAMMACK ELECTED.

Following the resignation of Superintendent James M. Greenwood the Kansas City school board has elected Mr. I. I. Cammack to actively direct and supervise the school system.

Mr. Cammack will have a hard position to fill, stepping as he does into the office of one of the most progressive superintendents in the middle south-west. Mr. Cammack is however, well fitted to take up the burden imposed upon him by the school board.

He was born fifty-five years ago in Hamilton County, Indiana of Quaker parentage. He attended the Quaker Academy at Westfield, Ind., and later Earlham College.

At nineteen years Mr. Cammack was a teacher as well as a student. Afterwards he attended Johns Hopkins University. In 1885 he became principal of the high school in Westfield, Ind., and continued there one year.

In 1886, Mr. Cammack came to Kansas City to become principal of the old Lathrop school. After eleven years of this he was chosen vice principal of Central High School, to succeed four years later E. C. White as principal. He became assistant superintendent in 1911.

Mr. Cammack is identified intimately with three big things in the Kansas City schools. After many failures of other persons he made a night school succeed. The normal department to prepare material for teachers is a growing institution for which Mr. Cammack is largely responsible.

He was commissioned two years ago to find a man to take charge of the school gardens and teach the children how to make things grow. All have continued successes.

The Dalles, Ore. W. R. Rutherford has been elected superintendent of schools to succeed A. C. Strange, who resigned to accept the superintendency of the Baker City schools. The salary is \$2,100 per year.



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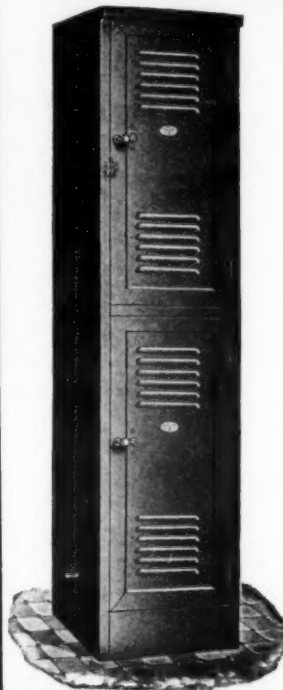
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There are many reasons why this locker is most suitable for all clothes locker purposes. We can't say much here, and what we might say, in print, wouldn't convince you to any great extent.

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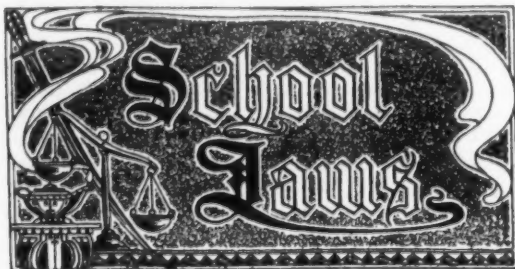
If you are buying or specifying lockers we will deliver, RIGHT IN YOUR OFFICE, free of all expense to you, charges prepaid, a finished sample showing the construction and finish of our lockers. You can examine it carefully and return at our expense, the carrying charges to be paid at this end. Then you'll know what GOOD lockers are like. You can see and test our FRAMELESS CONSTRUCTION, NEW WELDED, TUBULAR, PANEL DOOR, without a rivet or bolt showing — the NEW STEEL PIVOT HINGES and REINFORCED CORNERS — YALE LOCKS, BEAUTIFUL BAKED ENAMEL FINISH. In fact, you'll see a high class locker at a low class price, which will surprise and delight you. SAY YES, we'll do the rest.

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New Michigan Laws.

Lansing, Mich. Five important measures relative to the public schools of Michigan were passed during the session of the legislature which closed on May first. Of these, Superintendent of Public Instruction L. L. Wright considers the amendment to the compulsory attendance law as one of the most vital. Heretofore any person who successfully passed the eighth grade has been exempt from compulsory attendance, even though he or she might be under sixteen years of age. This exemption will no longer apply, unless the child shall secure a permit, as required under the law.

A second law provides that district boards must pay tuition of those who have not completed the eighth grade if they are nearer some other school house than their own. The only limit placed upon bonding a school district is that the amount shall not exceed ten per cent of the total valuation. Any county in the state may establish a school of agriculture and domestic economy, the state paying up to \$4,000 a year for its support. School districts, whether organized under general or special acts, may be consolidated if desired.

One bill makes the qualifications for school electors the same in every district of the state, provisions in local or special acts notwithstanding. Eligible voters will be men or women who are citizens of the United States, residents of the district at least three months, at least twenty-one years of age, and who are either assessed for school taxes or are the parents or legal guardians of children on the census list.

Agriculture has been included in the list of subjects on which teachers must write when

taking examinations for certificates. Boards of supervisors must pay the actual and necessary traveling expenses of the county commissioners of schools and the school examiners.

Districts not maintaining high schools will be required to pay tuition to any high school in the state for eighth grade graduates, if proper application is made. Formerly this was limited to the three nearest high schools.

Township boards must attach to school districts all contiguous territory in the township which is not in any organized district. This means that all territory in the state must be a part of some school district. The power to remove school officers for cause is taken away from the township board and rests entirely with the superintendent of public instruction.

School districts may at the annual or special meeting vote to discontinue school in the district for the ensuing year, sending the children to other nearby districts and paying their tuition and transportation.

The uniform textbook bill was defeated and the free textbook bill which passed the senate, was downed in the house. However, the passage of the King bill requires textbook companies to file a copy of every textbook which they publish with the superintendent of public instruction, together with the list price and the lowest wholesale price at which the book is sold elsewhere in the United States.

The company must also file a bond, agreeing not to charge more in Michigan than is charged anywhere in the United States. Retail dealers cannot charge more than 15 per cent above the wholesale price and the board is authorized to handle the books at gross cost to the pupils. If pupils move from the district, the board is required to purchase the books from the pupils at a price dependent upon the physical condition of the books.

New Jersey Attendance Law.

The recent legislature in New Jersey has revised the compulsory education law so that all children between the ages of seven and fourteen must attend school regularly unless their mental or bodily condition is such as to prevent attendance. Children between the ages of fourteen and sixteen must be regularly enrolled in school unless they have attended

classes at least 130 days during the preceding year, are able to read intelligently and write legibly simple sentences in the English language, have completed a course of study equal to the fifth grade in reading, writing, spelling, the English language and geography, are familiar with the fundamental operations in arithmetic including simple fractions, have been granted an age and work certificate and are regularly employed in some useful occupation. Age and school certificates may be issued under the law by any superintendent or principal, upon the personal application of the parent or guardian of a child. Proof of age must be furnished by means of one of the following methods: A. A transcript of the birth certificate, B. a passport or baptismal certificate, C. Such other convincing documentary evidence as can be furnished, D. The certificate of two physicians that the child is above the age of fourteen. A certificate must also be presented from the school medical inspector that the child is physically able to perform any work in which a child between the ages of fourteen and sixteen may be legally employed. Parents or guardians who fail to comply with the provisions of the act may be proceeded against as disorderly persons before courts of common pleas or before city, town or borough police justices or recorders. Children who cannot be controlled by their parents may be proceeded against in the court for the trial of juvenile offenders.

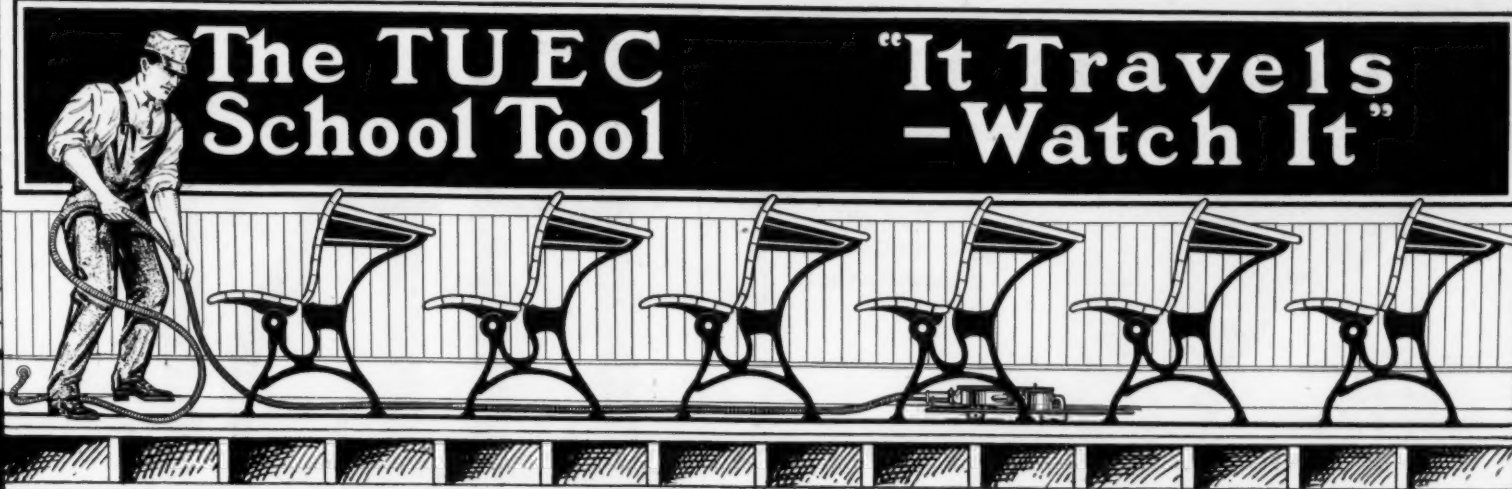
School Law Notes.

Lincoln, Neb. In a recent decision handed down in the Lancaster county district court, it has been decided that a parent has the right to make a reasonable selection of studies for his child to pursue in school and such selections must be respected by school boards and school teachers.

The decision was handed down in a mandamus action brought by Claude S. Kelley of Lincoln, to require the board of education to reinstate his daughter in school without requiring her to take domestic science as a part of her studies.

In the petition the relator alleged that twice a week his daughter was required to go half a mile to school to take lessons in this branch. He ordered her to desist and to spend her time in studying music. Subsequently she was expelled

(Continued on Page 56)



Janitor Co-operation

Co-operation is the most valuable asset a school board should count on in dealing with janitors.

After all janitors are most human. They live and work their lives away in most trying and irksome work.

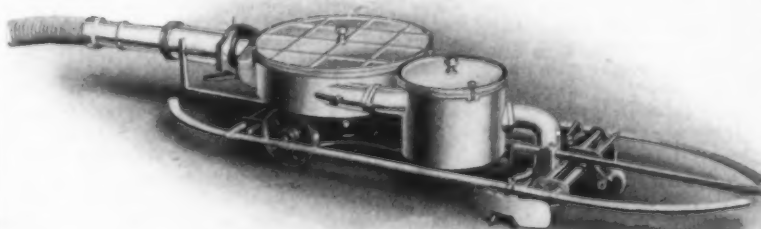
You, Mr. School Board Member, can secure most enthusiastic co-operation by proving to the janitor that you are simplifying and reducing his daily tasks.

The Tuec School Tool is the biggest single labor and time economizer. Janitors will welcome this tool as a solution of the one and most annoying sweeping problem.

Put yourself in the janitor's place. Two hundred and fifty-two (252) obstacles in every classroom to sweep around. It is positively unreasonable. You expect a human man to sweep clean what is positively unsweepable.

Now comes the Tuec School Tool. No more (252) obstacles. No more back breaking, no more sweeping in the dark, no more quitting at 8 P. M. instead of 6 P. M.

The TUEC SCHOOL TOOL is the biggest boon to Janitors ever offered for sale to a school board.



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Remington Typewriter Co.-New York & Everywhere
(Incorporated)

SCHOOL LAWS.

(Continued from Page 54)

by the teachers and this action was upheld by the school board.

School directors of Berkeley, Cal., may not receive compensation for their services even though the city charter provides for the same, according to a recent decision of Judge T. W. Harris of the California Superior court. The court held that the freeholders went beyond their constitutional powers in voting for pay of the school board.

A board of education is not justified in dismissing a teacher who may become married while she is under contract to teach, according to a decision of the Kiowa County Court, Oklahoma. The case was a suit for \$250 back pay claimed by a teacher of Mountain View, Okla., whose marriage during the Christmas holidays was followed by a refusal of the school board to permit the completion of a contract to teach the winter term. The court held that there was no reasonable cause for the dismissal of the teacher and awarded her full salary besides assessing all costs, incurred in the action, to the board.

Division superintendents in the state of Virginia must be resident voters and taxpayers of the city or county for which they are elected according to an opinion of Attorney-General William A. Anderson. The opinion has aroused considerable concern among the educators of the state because the principle if accepted will reduce the possibility of securing the best available candidates for various districts in which vacancies exist and will in some cases practically make a proper choice impossible. Former state attorneys have ruled that any citizen of the state is eligible to any superintendency but Mr. Anderson argues with much force that the constitution is plain on the point and admits of no other interpretation than the one he has given. It is likely that the matter will be carried to the Supreme Court for final adjudication. School authorities claim that if the attorney-general is right that the defect in the constitution is a most serious one which must be immediately remedied.

A bill prohibiting the organization of secret societies in high schools in the state of Oklahoma has been passed upon by the governor.

The law leaves it to the boards of education to enforce the provisions of the measure and a penalty is attached for violations.

The Maine state legislature has recently passed a law which makes it unlawful for pupils in secondary schools to "participate in or be a member of any secret society whatsoever that is in any degree a school organization." Superintendents of schools are given authority to enforce the provisions of the act and to expel or otherwise discipline pupils for failure to obey its provisions.

NEW MINNESOTA LAWS.

The Minnesota State Legislature during the session just closed enacted a number of important bills affecting the school interests:

The appointment of an education commission to consist of the Superintendent of Education and six other persons appointed by the governor for a term of two years. The purpose of this commission is to study and investigate conditions in Minnesota in respect to public education, the public school system and education institutions, including the relation of the education institutions one to another and to the public school system, to revise and make a digest of all laws and decisions relating to public education, and to recommend a general plan for the organization and administration of public schools and the education institutions. The act states that the general purpose shall be to effect economy and efficiency with respect to the several branches of the public school work, and to make recommendations with respect to vocational and industrial education. The members of the commission receive no salaries. An appropriation of \$10,000 is made and the commission may elect an executive secretary and employ clerical help. In making the appointments the Governor has selected the principal of East High School, Minneapolis, W. F. Webster, the county superintendent of Norman County, Marie Lovsnes, a member of the normal board, Mr. L. A. Huntoon, a former member of the school board of Duluth, Mr. William G. Crosby, a former teacher of St. Thomas College and later commissioner of insurance for the state, Mr. J. A. Hartigan of St. Paul, and a banker of Chaska, Mr. George A. Dutoit. The com-

mission will take up its work at once, and much benefit is expected to result from the investigations the commission will make and the report which will be submitted to the next legislature.

The office of superintendent of public instruction is discontinued and the office of superintendent of education created. The term is made four years and the salary \$4,500. The superintendent is given charge of passing upon plans for new school buildings and of condemning any buildings and school sites unfit for use. An additional assistant is provided for his office. The appropriations for the department of education are increased about twenty per cent.

Fees of fifty cents are provided for elementary certificates of teachers, and of one dollar for professional certificates and indorsement of normal school diplomas. A life certificate pays a fee of five dollars. Minnesota will require all of its public school teachers entering the profession after August 1, 1915, to have had at least one year in preparation for teaching. Training courses may be pursued in normal schools, in high schools, in colleges of education or in accredited teachers' training courses in private schools.

A teachers' employment bureau is established in connection with the department of education, to be in charge of the director appointed by the superintendent.

A sixth normal school is to be established and a special commission of five is charged with its location, which is to be in northwestern Minnesota.

The annual high school aid is increased from \$1,750 to \$2,200, the graded schools from \$600 to \$750, annual aid for training departments in high schools from \$750 to \$1,000, and industrial aid from \$1,000 to \$1,800. Industrial aid of \$2,500 for certain industrial departments remains unchanged. There will be in Minnesota next year at least one hundred high school training departments. The same number of industrial and agricultural departments in high and graded schools for which annual aid of \$2,500 or \$1,800 is provided.

The annual state aid for all public schools for the next two years will be \$3,693,650, an increase of \$350,000 over the past two years.

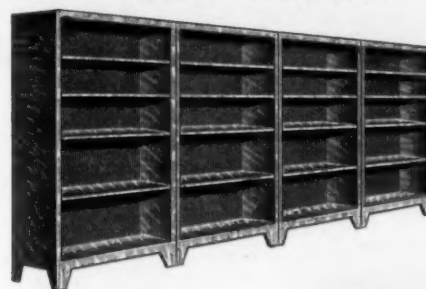
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Domestic Science Tables for the pupils and Cabinets for the Teachers. All Steel and White Enameled.



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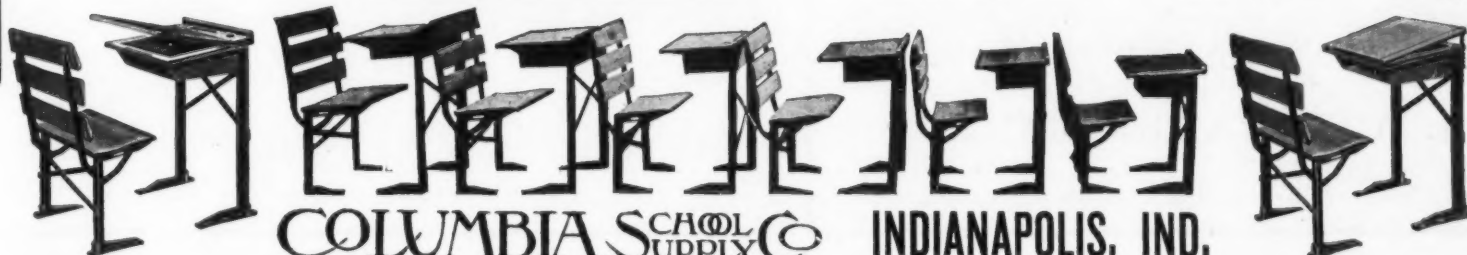


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Teachers' Salaries.

New Schedule in Philadelphia.

The school board of Philadelphia, Pa., has adopted a schedule of salaries for higher schools including normal, high schools and schools of pedagogy.

Male principals in schools of at least twenty-five teachers shall receive \$4,000 per year; principals in schools where fewer than twenty-five are employed shall receive \$3,500; principals of schools in which fifty or more instructors are employed shall receive \$4,500 per year.

Female principals of schools in which twenty-five or more teachers are found shall be paid \$2,500 per annum; female principals of schools in which fewer than twenty-five teachers are employed shall receive \$2,000 per year.

Men appointed as assistant instructors or second assistants shall begin at \$800 and shall receive increases of \$50 until the maximum of \$1,000 is reached. Women appointed to these positions shall be paid \$600 the first year and shall receive increases of \$50 each year until \$800 is reached.

After five years' service, persons of this class after approval by the superintendent and teachers' committee, may be appointed to the next class of instructors and first assistants. Men appointed to these positions shall begin at \$1,100 and shall receive increases of \$100 each year until the maximum of \$1,500 is reached. Women of this class shall start at \$900 and advance with \$50 increases up to the maximum of \$1,100.

After five years of such service these instructors may be appointed to the positions of professors and teachers. Men shall begin at \$1,600 and shall receive increases of \$100 each year until the maximum of \$2,000 is reached. Women shall begin at \$1,200 and shall receive increases of \$50 until \$1,400 is reached.

Persons who have been employed for five years in the preceding class may be appointed to the professors. The salary for the first year is fixed at \$2,100 with increases of \$100 until \$2,500 is reached at the end of five years.

Women teachers shall begin at \$1,450 and shall receive increases of \$50 until \$1,650 is reached at the end of the tenth year.

Men who are appointed to positions as heads of departments shall receive \$2,600 the first year, with increases of \$100 each year until \$3,000 is reached. Women shall begin at \$1,700, with increases of \$50 each year until \$1,900 is reached.

Men principals of schools of observation and practice with not less than twenty-one classes of pupils shall begin at \$2,600 and advance with increases of \$100 until \$3,000 is reached. Women shall begin at \$1,700 and shall receive increases of \$100 until \$2,100 is reached.

Men principals in schools having fewer than twenty-one classes shall begin at \$1,800 and shall receive increases of \$50 until \$2,000 is reached. Women shall begin at \$1,600 and receive \$50 each year until \$1,800 is reached.

Men critic teachers shall receive a salary of \$1,500 the first year with increases of \$50 until \$1,700 is reached. Women shall begin at \$1,200 and advance with increases of \$50 until \$1,400 is reached.

Men teachers in schools of observation and practice shall begin at \$1,080 the first year, with increases of \$100 until \$1,480 is reached. Women shall begin at \$1,030 and advance with increases of \$50 until \$1,230 is reached.

Kindergarten teachers in schools of observation and practice shall receive \$780 the first year, with increases of \$30 until \$900 is reached.

Assistants to principals of higher schools, having fifty divisions and upwards, shall receive

a minimum of \$1,200 with increases of \$40 for five years until the maximum of \$1,400 is reached. Any such assistant who shall be chosen vice-principal of a high school for girls shall receive a maximum of \$1,900.

New Schedule in Lansing.

Lansing, Mich. A revision of the salary schedule for teachers in the public schools, as also some changes in the requirements in pursuance of the recommendations of the teachers committee, were adopted at a recent meeting of the school board.

The salary for principals was fixed at \$600 for the minimum and \$750 for the maximum; in the high school, the minimum was placed at \$600 and in the grades and kindergarten department at \$450.

The salaries of the superintendent of schools, the principal of the high school, male members of the high-school faculty and supervisors of special studies are to be left in the hands of the board of education with no fixed schedule.

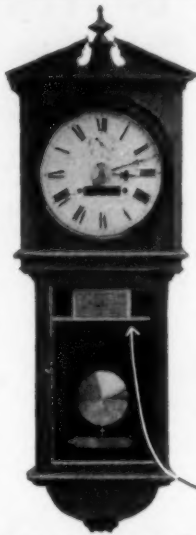
The schedule for high-school instructors is as follows: First year, \$600; second, \$650; third, \$700; fourth, \$725; fifth, \$750; sixth, \$775; seventh, \$800; following the seventh year merit will be the basis of further advancements. The schedule for principals of ward schools is \$600 for the first year with an advancement of \$50 per year, merit being the only basis of further advancement after the fourth year. The ward and kindergarten teachers' schedule will be for the first year, \$450; second, \$500; third, \$550; fourth, \$575; and fifth, \$600; merit alone being the basis after the fifth year.

The board voted to incorporate in the teachers' requirements the rule that no teacher be employed in the grades who is not a graduate from a two years' normal course. The rule has been in practice but was never formally accepted. Teachers with experience from other cities will be given the same credit as local teachers. Appointments shall be approved by the superintendent and teachers' committee.

High-school instructors must have a college or university training or must have had four years in an accredited training school.

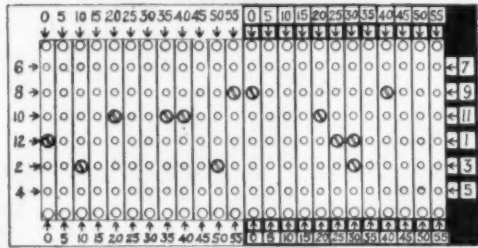
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SIOUX CITY SALARIES.

Sioux City, Ia. The school board has increased the salaries of teachers. The new arrangement provides an increase of \$45 yearly if the requirements are met. The schedule is as follows:

Class A, first year, \$540; Class B, first year, \$585; Class C, first year, \$630; second year, \$675; third year, \$720.

No teacher will be promoted from Class A who does not receive a rating of "good".

Teachers in Class B must receive a rating of "strong". Those who fail to secure this rating but who receive special commendation may be continued in Class B at \$600.

Teachers of either Class A or B who receive superior rating may be advanced not more than two points in the salary schedule. The salary received during the school year 1912-13 shall be the basis of promotion and not the years of service of the teacher.

Only teachers who are normal graduates or whose experience or summer-school credits place them upon a par with the normal graduates are eligible to promotion in Class C. The board reserves the privilege of requiring summer school attendance previous to appointment or promotion whenever it is deemed necessary.

Teachers will be granted a sick leave not exceeding thirty days on half pay when the application is accompanied by the certificate of a reputable physician stating the necessity for leave of absence.

Beginners in the teaching corps will not be employed at a salary exceeding \$600 per year. Teachers will be started in Class A or B according to their experience and the confidential reports received from their references.

TEACHERS' SALARIES NOTES.

Worcester, Mass. The school committee has adopted a new salary schedule which will go into effect next September. Under the new schedule the minimum and maximum salaries of grade teachers have been increased.

Newly elected teachers will receive a salary of \$600 minimum. The maximum for all grades up to the eighth has been fixed at \$850. For those in the eighth grade or higher a maximum of \$950 has been provided.

Teachers of ungraded and special schools will

receive a minimum salary of \$600 and a maximum of \$900. Annual increases of \$50 will be paid each year until the maximum is reached.

Principals will be given a minimum salary of \$650 in two-room buildings. The maximum is placed at \$900; in buildings of three to five rooms, the minimum will be \$750 and the maximum \$1,000; in buildings from six to eight rooms, \$900 will be the minimum salary and \$1,200 the maximum; in buildings from nine to twelve rooms, the minimum is fixed at \$1,100 and the maximum at \$1,500; in buildings from thirteen to sixteen rooms the minimum will be \$1,400 and the maximum \$1,900; in buildings of seventeen rooms or over, the minimum will be \$1,800 and the maximum \$2,300.

The salaries of the supervising principals will be fixed annually in June by the committee and their duties have been reduced. Promotions will not reduce the salary of any principal but the same shall increase according to the schedule until the maximum for the new grade is reached.

Submasters will receive a minimum of \$900 and a maximum of \$1,200 with the exception of women whose maximum is fixed at \$1,050.

Joliet, Ill. The school board has increased the maximum salaries of grade teachers \$100. Increases of \$50 will be paid each year. The minimum salary is fixed at \$400 which will be the pay of new employees. Teachers of manual training and domestic science will receive a maximum salary of \$1,000.

The board of school directors of Harrisburg, Pa., recently acted favorably upon four propositions which have the effect of raising the salaries of the teachers and also the granting of half-pay for those who are absent because of personal illness or death in the family.

The first act provides that the maximum salary of all teachers in the elementary grades, excluding principals and teachers of special subjects, shall be increased \$10 per month. The change raises the maximum from \$80 to \$90.

It is also provided that teachers who have had sixteen or more years' experience in the schools of the city, and whose annual increase under the new schedule would not amount to \$75 the next year, shall begin the new year at a salary of \$75 per month.

Half-pay for absence is allowed in cases of

illness or death in the immediate family not exceeding a total of four weeks during the year. The former limit was two weeks.

Concord, Mass. The school committee has voted to raise the salaries of the teachers in the public schools in order to retain the good instructors. The maximum salary for grade teachers has been fixed at \$750 instead of \$650. High school teachers will receive an increase of \$100 raising the salaries to \$900.

Canton, Ill. The school board has adopted a new salary schedule as follows:

First year, \$650; second year, \$700; third year, \$750; fourth and fifth years, \$800; sixth and seventh years, \$825; eighth and ninth years, \$850; tenth and eleventh years, \$875; twelfth and thirteenth years, \$900; fourteenth and fifteenth years, \$925; sixteenth and seventeenth years, \$950; eighteenth and nineteenth years, \$975; twentieth and succeeding years, \$1,000.

In the application of this schedule the board does not propose to employ teachers at \$650 per year, but will endeavor to select teachers of approved experience and pay them a salary which will be somewhat in accord with their previous experience. The minimum salary is introduced merely to cover extreme emergencies when the board faces the necessity of accepting teachers of limited experience.

Kearny, N. J. A maximum salary schedule for teachers, principals and superintendent has been adopted to become effective next term. The maximum salary is to be received by those who have been ten years in the service.

The revised schedule is as follows:

Grade teachers, increased from \$900 to \$1,050; grammar principals, eight to ten room buildings, from \$1,300 to \$1,400; twelve-room buildings, \$1,900 to \$2,000; sixteen-room building or more, \$2,000 to \$2,100; high school principal, \$2,200 to \$2,500; heads of departments, \$1,700 to \$1,800; men assistants, \$1,425 to \$1,500; women assistants, \$1,425 to \$1,500; women supervisors, \$1,400 to \$1,500; men supervisors, \$1,500 to \$1,600; manual training teacher, \$1,600 to \$1,700; primary superintendent, \$1,600 to \$1,700; superintendent, \$3,000 to \$3,500.

Marion, O. The school board has under consideration a salary schedule for teachers which provides a maximum salary for principals of \$90

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per month for buildings of eight rooms or more. Principals of buildings containing six rooms shall receive \$80 per month.

Teachers who formerly received \$50 per month shall receive increases of \$5 until the maximum of \$70 is reached. Those who have previously received less than \$50 shall receive increases of \$2.50 until the maximum of \$50 is reached, after which they shall be increased according to the provisions for those who begin at \$50.

The above schedule is to be under the authority of the board and may be rescinded by a three-fourths' vote of the board. A five-sixths' vote will be necessary in order to change the schedule in individual cases.

The superintendent of schools is to be given leeway in the matter of securing teachers from other schools. The salaries will be fixed by a majority vote of the board.

High school teachers and supervisors are not included in the new schedule and the board has power to fix their salaries by a majority vote.

Marquette, Mich. The school board has granted the grade teachers increases of \$50 per month. The maximum salary has been fixed at \$75 per month. The provisions of the resolution require that future raises shall be optional with the board which shall reserve the right to change the scale of salaries to suit conditions and to treat individually each case in regard to the maximum salary. No fixed period for the latter has been decided upon.

Leavenworth, Kans. The school board has adopted a resolution providing that grade teachers shall be granted increases of \$5 each year until the maximum of \$90 per month be reached. The salaries of principals of three schools were fixed at \$1,200 per year and those of three others were placed at \$120 per month.

Lawrence, Mass. The school committee has raised the salaries of teachers \$50, establishing a minimum salary of \$500 and a maximum of \$800.

Wakefield, Mass. Increases for principals, teachers and janitors of the nine grammar schools went into effect recently. The salary of the high-school principal has been raised from \$2,000 to \$2,200. Teachers have been given an increase of \$50 each; also the grammar-school

principals. Janitors are to get an average raise of ten per cent.

Manchester, N. H. The union school board has raised the salaries of female principals, grade teachers and assistants at the high school. The salaries are as follows:

Principals.—For grade schools with two rooms, \$800; four-room, \$900; six-room, \$1,100; eight-room, \$1,200.

For high schools, two-room building, \$900; four-room, \$1,000; six-room, \$1,200; eight-room, \$1,300.

High-school Assistants.—For female assistants the pay is fixed at \$850; for masters' assistants the pay has been increased \$75 per year.

Grade teachers have received an increase of \$50 per year.

Joliet, Ill. Increases of \$50 have been granted to teachers, to be continued until a maximum of \$900 is reached. Domestic science and manual training teachers will receive a maximum of \$1,000. Heads of departments will receive a maximum of \$1,500. Increases of \$100 each year will be given.

Supervisors of music, drawing, physical culture and primary instruction will receive a maximum salary of \$1,600.

Seattle, Wash. A new salary schedule has been adopted for the grade teachers to take effect September first. The maximum limit has been deferred to six years.

The schedule is as follows:

	Present	New
For first year.....	\$ 810	\$ 840
For second year.....	870	900
For third year.....	930	960
For fourth year.....	990	1,020
For fifth year.....	1,050	1,080
For sixth year.....	1,110

Taunton, Mass. The committee on salaries and expenditures of the school committee has recommended increases of \$50 each year for all elementary teachers, the increases to take effect September first.

New York, N. Y. The by-laws committee of the board of education has recommended an annual increase of \$125 in the salaries of teachers in training schools and a maximum salary of \$2,050 in the ninth year of service instead of \$1,850 in the eleventh year as at present. A

minimum salary of \$900 for the first three years for teachers of shopwork is also favored, with annual increases of \$100 up to a maximum of \$1,900. The present minimum salary is \$780 and the maximum \$1,820, after sixteen years of service.

Waukegan Salaries.

The school board of Waukegan, Ill., has adopted the salary schedule which was recently prepared by Supt. O. S. Thompson. Teachers are divided into four classes, A, B, C and D. Class A teachers must attain efficiency equal to 96 to 100 per cent and must have had six years' successful experience in secondary school work.

Class B is composed of teachers who have an average efficiency equal to 90 to 95 per cent and an experience of four years.

Class C teachers must have an average of 85 to 89 per cent efficiency and must have had three years successful experience.

Class D teachers must possess an average efficiency of from 75 to 84 per cent and must have had two years successful experience.

The minimum and maximum for the different classes are as follows:

Class D—from \$75 as minimum or \$90 as maximum.

Class C—from \$90 as minimum to \$110 as maximum.

Class B—from \$110 as minimum to \$120 as maximum.

Class A—from \$120 as minimum to \$140 as maximum.

These figures are on the basis of ten months of school. The salary of men teachers shall be 15 per cent higher than the above.

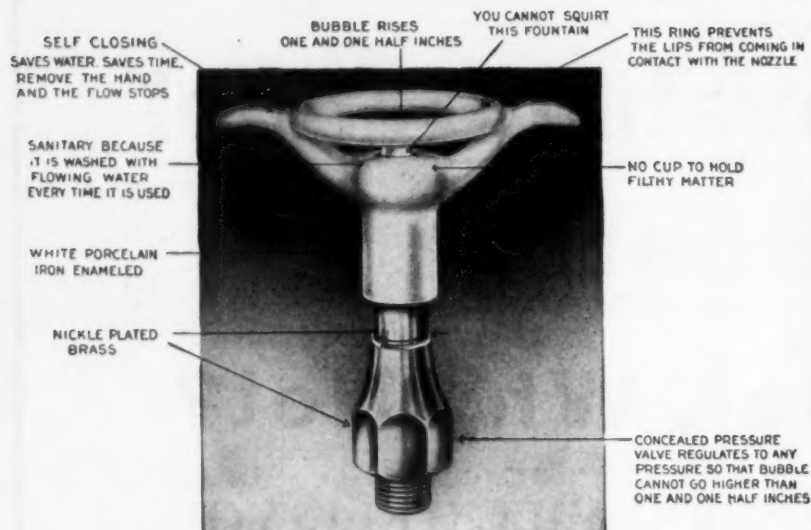
All teachers that maintain or increase their rank in efficiency shall be entitled to an increase of \$50 per annum until the maximum of that class is reached.

In determining the salaries due men teachers the 15 per cent additional shall be added to the salary that would be due a woman teacher with like qualifications using the above schedule.

The qualifications of the principal shall be separately determined by the board but should measure up to the qualifications of teachers in Class A.

The minimum salary of the principal shall be \$1,800 per annum. The maximum shall be \$2,600.

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Sanitary Care of Schoolhouses

The Wisconsin State Board of Health has recently adopted a set of rules relating to the sanitary care of public and private schools, which has the effect of law under the powers of the board. The rules are quite comprehensive and should prove effective in raising the standard of schoolhouse construction and maintenance in the Badger State.

The rules are as follows:

"Rule 16. All teachers, school authorities and health officers having jurisdiction shall not permit the attendance in any private, parochial or public school of any pupil afflicted with a severe cough, a severe cold, itch, lice or other vermin, or any contagious skin disease, or who is filthy in body or clothing, or who has any of the following dangerous, contagious or infectious diseases, to-wit: Diphtheria, smallpox, scarlet fever, measles, whooping-cough, chickenpox, mumps, pulmonary tuberculosis, Asiatic cholera (cholera), yellow fever, typhus fever, bubonic plague, cerebro-spinal meningitis or acute anterior poliomyelitis. The teachers in all schools shall, without delay, send home any pupil who is obviously sick even if the ailment is unknown, and said teacher shall inform the parents or guardians of said pupil and also the local health officer as speedily as possible, and said health officer shall examine into the case and take such action as is reasonable and necessary for the benefit of the pupils and to prevent the spread of infection.

Rule 17. Parents, guardians or other persons having control of any child who is sick in any way, or who is afflicted with any disease listed in Rule 16, shall not permit said child to attend any public, private or parochial school or to be present in any public place.

Rule 18. School teachers, pupils or other persons shall not be admitted to any public, private or parochial school who have come from, or who reside in any house or building which harbors, or is infested with any disease listed in Rule 16, or who have recently been afflicted with such diseases, unless they have the written permission of the local health officer having jurisdiction.

Rule 19. Schoolhouses shall have in each classroom at least fifteen square feet of floor space, and not less than two hundred cubic feet of air space per pupil, and shall provide for an approved system of indirect heating and ventilation, by means of which each classroom shall be supplied with fresh air at the rate of not less than thirty cubic feet per minute for each pupil, and warmed to maintain an average tempera-

ture of 70 degrees Fahr. during the coldest weather.

Rule 20. Local health officers having jurisdiction shall dismiss forthwith any schoolroom in which at least 200 cubic feet of air space is not supplied to each pupil. The school authorities shall without delay make provisions for the pupils in accordance with the requirements stated in Rule 19.

Rule 21. Proper ventilation must be provided in all schoolrooms and when ventilation ducts do not exist, or are inadequate, it shall be the duty of the teacher to flood the schoolroom with fresh air by opening windows and doors at recess and noon time and also whenever the air becomes close and foul. Pupils should be given gymnastic exercises during the time the windows are open in cold weather.

When windows are the only means of ventilation they should be so constructed as to admit of ready adjustment both at the top and bottom, and some device shall be provided to protect the pupils from currents of cold air. The top of the windows shall be as near the ceiling as the mechanical construction of the building will allow.

Rule 22. It shall be unlawful for any school board, board of school directors, board of education, or other school officials in Wisconsin, to use a common heating stove for the purpose of heating any schoolroom, unless each such shall be in part enclosed within a shield or jacket made of galvanized iron or other suitable material, and of such height and so placed as to protect all pupils while seated at their desks from direct rays of heat.

Rule 23. Light shall be admitted from the left, or from the left and rear of classrooms. The glass area of windows shall equal at least one-fifth of the floor area of the schoolroom.

Rule 24. All floors must be thoroughly swept, or cleaned by a vacuum cleaner each day, either after the close of school in the afternoon, or one hour before the opening of school in the morning. Before sweeping is started the floors must be sprinkled with water, moist sawdust, or other substance so as to prevent the raising of dust.

Rule 25. All schoolhouses must be supplied with pure drinking water. If the drinking water is obtained from wells satisfactory troughs and drains must be provided so as to carry away the waste water and prevent the creation of mud-holes near the opening of the well. When water is not supplied at the pump, from water faucets, or from sanitary flowing drinking fountains, covered tanks or covered coolers, with free flowing faucets, must be supplied. All drinking fountains should be constructed of smooth glass or pressed metal.

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Rule 26. Water closets, dry closets and out-houses shall be kept clean and sanitary at all times. Water closets and dry closets, when provided, shall be efficient in every particular, and when said closets are not provided, then good fly-tight, well ventilated out-houses for both sexes, separated by closely built fences, shall be provided. Good dry walks shall lead to all out-houses, and closely built screens, or shields, shall be built in front of them. Out-houses for males shall have urinals arranged with stalls and with conduits of galvanized iron, or other impervious material, draining into a sewer, vault, or other suitable place.

Rule 27. Health officers shall enforce these rules, and promptly enter prosecution for any violation thereof.

In order to comply with the provisions of Rule 19, regarding heating and ventilation, the State Board of Health makes the following recommendations with reference to the installation of heating and ventilating systems in new buildings or in buildings where a change must be made in the system:

1. In a gravity system of ventilation in connection with a furnace or steam plant the flues for admitting fresh air to the room must have a horizontal area of not less than one square foot for each nine persons that the room will accommodate.

2. The flues for a fan system of ventilation shall have a horizontal area of not less than one square foot for each 15 persons that the room will accommodate. The ventilation of school buildings by this system must be so designed that the air pressure in any classroom will be in excess of that of the outside air.

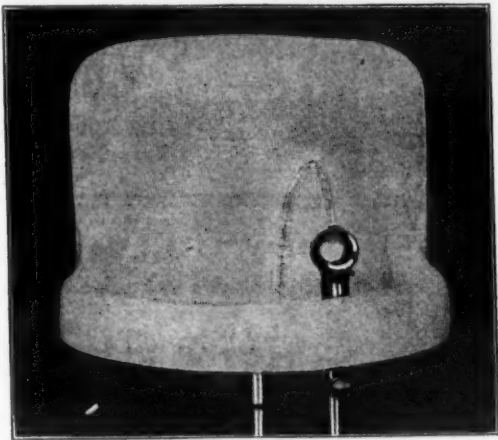
3. The introduction of cold air from the outside of the building at the base of a direct radiator known as the "direct-indirect" system of ventilation must not be used.

4. One or two-room buildings, heated by hot air, stoves, or furnaces should have a cold air intake, the cross section of which is equal to 0.004 of the floor area of the room or rooms heated. The vent flues should have a net area equal to that of the cold air intake."

Superintendent Gwinn of the New Orleans public schools has been directed by the school board to make a vocational survey of the City with the object of obtaining data concerning different trades. The information is to be used in preparing plans for the central trades school that is to be established in New Orleans. By a legacy of Isaac Delgado an amount of about \$850,000 was left to the City to establish a central trades school and the school board and city authorities are seeking information and preparing to plan this school.

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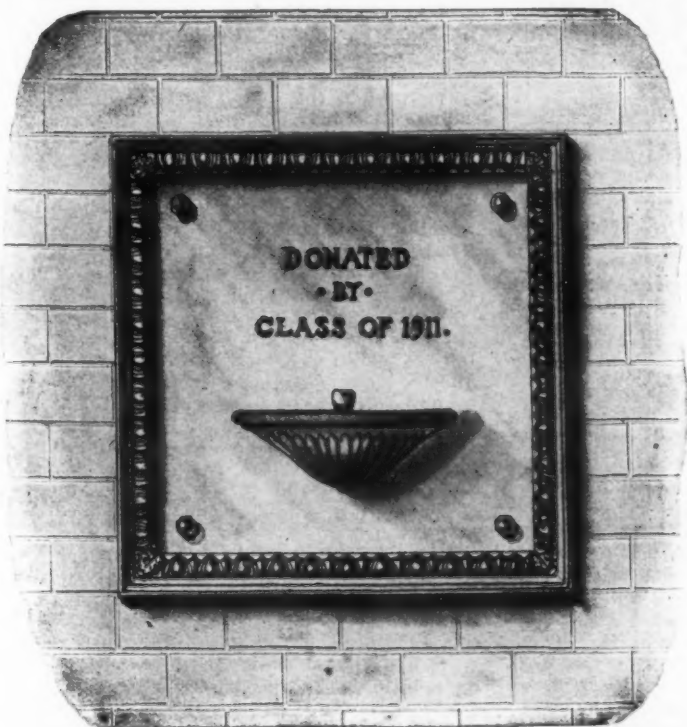
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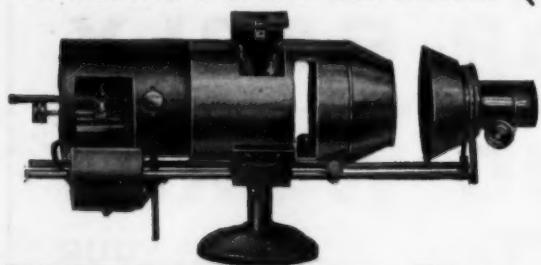
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Physical Instruction.

Elgin, Ill. Compulsory physical education in the first and second year of the high school has been added to the course of study. Exemption can be secured only by a formal request on the part of the parent.

Beatrice, Neb. The school board has appropriated \$6,000 for which the schools are to receive an athletic park fully equipped with baseball and football grounds. The grounds and equipment will ultimately represent an outlay of \$20,000.

The Middle West Society of Physical Education and Hygiene at a meeting held at Chicago, Ill., adopted a resolution by which higher standards of efficiency will be required of all physical directors who shall be employed for public schools and playgrounds in the west.

All candidates for training conditions must undergo a rigid period of preparation. Persons who seek admission to a physical training course for the purpose of becoming an instructor must show evidence of a good moral character, qualities of leadership, sound physique and health, and scholarship at least equal to graduation from an accredited high school.

Sunnyside, Wash. The school board has adopted a rule by which all pupils who desire to participate in any school athletics involving contest games with other schools must secure the written permission of parents or guardians.

The school board of St. Joseph, Mo., has applied a large portion of the school library fund to the purchase of various books on hygiene and physiology to be placed in the hands of the teachers. The purchase is a supplementary step following the crusade recently begun for good health and right habits of living among school children and is part of a systematic plan outlined by Superintendent J. A. Whiteford.

The work is divided according to grades so that the truths presented will be adapted to the age and mental ability of the children. In the first two grades the work will consist mainly of oral talks upon cleanliness and care of the body. In the third grade allegorical tales based on the makeup and use of the parts of the body are studied.

In the next four grades books of health, hygiene and disease are used with the aim of assisting the child in the formation of correct habits.

The children are taught to apply the methods learned just as in geography and arithmetic so that the work will be interesting and profitable. It is expected to produce excellent results when combined with the supervision of the school nurses, especially in the case of poor families.

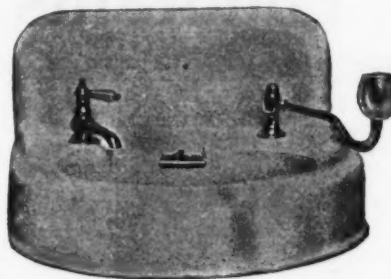
Medical Inspection.

Quincy, Ill. The school board has discontinued the daily general inspection of pupils because of the amount of time involved. It has been found that the general inspection is unnecessary and occupies the time of the physicians to the detriment of their patients.

The new plan calls for a report on the part of the teachers of all pupils who appear to be in need of medical attention. Such cases are to be referred to the visiting nurse who is to investigate and prescribe treatment wherever it is within her province. Parents are to be consulted in regard to the physical condition of the child.

Ann Arbor, Mich. The school board has given the school medical inspector authority to exclude from school any child that he believes is about to become ill with any contagious or infectious disease. Heretofore his authority has rested solely on the state law which gives him the right to exclude when the individual actually has the disease.

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Pupils who have been excluded will be re-admitted to school upon presentation of a certificate from a physician. Certificates by telephone are not accepted.

Houghton, Mich. A report of Physical Director Wagner on the success of the medical inspection system during the year has just been submitted to the school authorities. The report states that fifty children in attendance at the schools were seriously in need of medical attention in addition to a number of minor cases.

It was found that 20 per cent of those in poor physical condition at the time of the inspection were being cared for by the parents. The remaining eighty per cent were notified of the needs of their own children and urged to consult their family physicians.

After a period of two months, it was found that 37 per cent had responded to the special notices while 62½ per cent had ignored the requests. The remaining cases will be followed up and steps taken to provide treatment.

Dr. J. W. Robertson, of the Minnesota State Board of Health, has suggested a practical plan of medical inspection for country schools, by which every child in the country shall have the benefit of regular and systematic medical inspection.

He urges that a physician be appointed by the state board of health for each county or for each 25,000 of population. This physician should be required to devote his entire time to examining children enrolled in the country schools, or if his time permits, to other additional public health work. He should receive an annual salary of \$3,500. The cost of such a plan would, in Dr. Robertson's opinion, be thirty cents per year for every child enrolled in the schools. The inspection might be very complete, including not only eyes, nose, teeth, tonsils, adenoids, and chest, but also the spine and the limbs as well. The inspector might also devote such spare time as he has to lectures on hygiene for the benefit of the community at large.

Grand Rapids, Mich. The recommendation that the school nurses and dental clinic be transferred to the jurisdiction of the health department has met with no objections on the part of the school board. Although the work accom-

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plished in the past has been a matter of pride no regret is manifested because of the shifting of their responsibility to the health department.

It is expected that the work in this department will be enlarged and considerably changed particularly in regard to inspection for contagious diseases. Under the change the parochial schools will come in for a share of the attention. The board of education had no authority to extend the work of these schools, and they were not included in the list.

It is expected that a dentist will be appointed by the health department to have charge of the dental clinic regularly.

The medical inspection system of the Buffalo schools was recently criticised severely by a number of principals at a meeting of the Buffalo Schoolmasters' Association. The methods in vogue were said to be impractical. One of the principals said: "The present system of allotting the same amount of medical inspection to the smaller schools as to the larger ones, giving as much service to 200 children as to 1,800 children, is a mistake." In reply to the charge that the medical inspectors hurried their work, Dr. Franklin L. Barrows, medical inspector, said the criticism was just in nearly all particulars, but that the inspectors received too little salary and had too much work to care for the children properly. He advocated a medical inspector for each school.

Dental Inspection.

Beverly, Mass. The school committee will cooperate with the local board of health in the establishment of a school dental clinic.

Minneapolis, Minn. The Minneapolis Dental Society has recommended the establishment of a dental dispensary for school children, endowed and maintained by the public. The recommendation was made following an investigation conducted by the society in which it was found that 75 per cent of the school children were in need of dental treatment. For this work it is estimated that five operators will be needed who shall give their entire time to dental treatments.

Grand Rapids, Mich. The school board recently refused to appropriate more than \$1,000 for dental clinics. Local dentists who had performed the work free of charge for the past three years petitioned the board for \$10,000 for

the work. The members of the board made it plain that they had no fault to find with the work but that because of the many and varied needs of the school it was thought best to prune the dental appropriation.

Salt Lake City, Utah. The Salt Lake County Dental Society, in co-operation with the school authorities, have begun a movement for the extension of the national mouth-hygiene campaign. By means of a moving picture film the attention of the public will be directed to the scope of the movement. It is also proposed to make a yearly inspection of the teeth of the school children, and recording on charts the condition of each child's mouth. The promoters of the idea believe that this campaign will result in the passing of an act in the legislature which will compel the regular examination of children's teeth.

At a recent meeting of the dentists of western Pennsylvania held at Pittsburgh, recommendations were adopted which provide for the examination of the teeth of public school children, the supervision of the removal of first teeth and the examination of the mouths of all persons under age.

School Hygiene Notes.

Cincinnati, O. Dr. William H. Peters, head medical inspector has placed his staff of district school physicians at work on a study of school children to determine whether they are mentally defective or backward.

The work of the physicians will be in the nature of a survey for the purpose of discovering and classifying defectives and the results will be employed in a campaign for a special school. A survey of anaemic, pre-tubercular and tubercular children will also be made.

Discussing the subject of mentally defective children, Dr. Peters recently said:

"Mentally defective children exhibit certain common characteristics. These children are unable to profit by ordinary methods of instruction and after two or three years can't read or spell, nor have they a vocabulary. They lack the power of voluntary attention; they are easily fatigued; they are not observant; they have poor judgment, and usually no reasoning power. Special schools are necessary for them. It is a most delicate and painful task to tell a parent that his child is defective, and we must be

especially careful not to designate one as mentally defective who is only backward temporarily."

Cleveland, O. Public school children will be given a chance to rid the city of the disease-carrying fly during the summer. "Swatters" are to be placed in the hands of each child with information relating to the reasons for extermination. The school authorities have agreed to permit the organization of school children into junior sanitary brigades for the purpose of eliminating the fly. Girls will be urged to keep watch of meat markets, bakeries, etc., with a view of informing health authorities where the screen ordinance is violated.

Shelbyville, Ind. The pupils of the public schools have been organized into an army for fighting flies during the coming summer. Monthly prizes will be given with a grand prize at the close of the season. The city council has been asked to pass the anti-fly ordinance recommended by the state board of health.

Philadelphia, Pa. High and preparatory schools in the city and vicinity have united in a movement for a greater development of the principles of hygiene in school hours.

WHAT IS A LIBERAL EDUCATION?

(Continued from Page 18)

liberal education and the best industrial education are one and the same.

It is not necessary for us to claim that Dr. Belfield realized the full significance of the statement "the Chicago Manual Training School was founded to train the mind by the use of the hands." Every movement must be subject to growth. Those who have studied thoroughly the work of that school cannot doubt but that the germ of that idea was present from the first inception of the school, and those who had the privilege of association with Dr. Belfield, as had the writer, can have no doubt of his belief in this ideal throughout his connection with the school. His tenacious holding to this ideal against most active opposition after the school

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was connected with the University of Chicago, is pretty good evidence that it was a fundamental principle in his ideals of "shop work" in school.

The Mistakes of Friends.

Then why has not the work developed along this line. Why do we see two such radically differing branches developing from the same trunk?

The fate of the manual training movement has been the common fate of many good ideas. When Dr. Woodward in the early fight for manual training prayed that the movement might be delivered from the mistakes of its friends, he no doubt saw with a clear vision what was to occur. It was so easy to see the smoke from the great chimney, so easy to see the tools and machinery, so easy to hear the saws and the ring of the anvils; but so hard to grasp the spirit of a movement which was based on such a high ideal and dealt with subject-matter so recently developed and entirely outside the experiences of the average individual.

More than one great educator visited the school and caught some of the enthusiasm and much of the form, but *none of the ideal* and returned to his own city to establish a school in which they would have a big chimney and make lots of noise, but without either the ideals or the spirit of "training the mind through the hands."

Handwork Instead of Science.

It was a line of work subject to many changes while keeping some of the physical forms, and soon "handwork" became the cry from Boston to San Francisco. The fact that this work came into existence to utilize a line of subject matter that is the result of the latest advance in civilization was entirely overlooked and, instead, anything that could call the hands into use was

drawn upon to furnish the desired variety of "occupations." Although to the well-intending enthusiasts the work seemed to be the same, or a little better, than that of the Chicago school, it missed *entirely* the subject matter which should have been taught.

Almost at the first we see the importation of teachers and ideals from a country that knew substantially nothing of modern industry. We were soon treated to the peculiar spectacle of seeing this imported and utterly un-American and anti-modern system of *handwork* which possessed *none* of the real subject-matter, eulogized by our great American educators *who should have known better*.

With such an introduction is it any wonder that all that represented the later developments of modern civilization in the working of solid materials was driven out of our school shop work and even the original ideal forgotten by many? With such an abandonment of the very fundamental principles on which the work was founded, is it any wonder that chaos should reign in the school shops of the country and that the products of these shops should not make good in modern American industry? Is it any wonder that while recognizing the failure of the "handwork" to make good educationally those controlling the situation should bring into the school shops all sorts of extraneous matter in their blind attempts to gain the results that all intuitively feel should result from the working of solid materials?

A Constant Shifting.

With an utter oversight of the subject matter of the school shop, because they have absolutely no knowledge of it, we see teachers of "handwork" shifting from kites to engines, from doll houses to full-sized buildings, only to meet the same dissatisfaction with results after their work has been in operation long enough to per-

mit modern industry to place its stamp "No Good" upon it.

It is a constant and mad rush for something that can be patched on to an antiquated ideal of education; a persistent determination to worship the past as the ideal and intellectual rather than to receive the newer and stronger as the basis for a liberal education. With no possible middle ground this conflict must go on until the stronger wins unless in our educational life we do as our educators advise others to do and submit the question to arbitration.

The Remedy.

If we are agreed thus far in our consideration of the question, what is a liberal education? we should have no serious difficulty in finding a sure remedy for our educational ills.

First of all, let us be far more particular in judging of the work at present being given. Let us be very careful to determine just how much benefit each pupil receives, and to what definite part of the work the benefit should be credited.

If a school gives a course in manual training and some of the pupils go out into some industrial line and make good, do not jump at the conclusion that it is a result of the manual training instruction, for many boys have made good most remarkably who have had no such manual training experience. The same will apply to an investigation of trade or technical schools. Let us also not overlook the failures,—"count your lost" is a saying of one of our greatest educators.

Also, be sure to study carefully the pupil who leaves school and makes good in a line entirely different from the one for which he prepared while in school. Above all else, we must know what this pupil got from his school course, or what he possessed by nature that survived the school course that has given him success.

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Branch

With the childish and present school, or call attention to certain mission to boys are made good they go on the school their success completely be matched little or can show their success with which were similar of time

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The tendency to segregate

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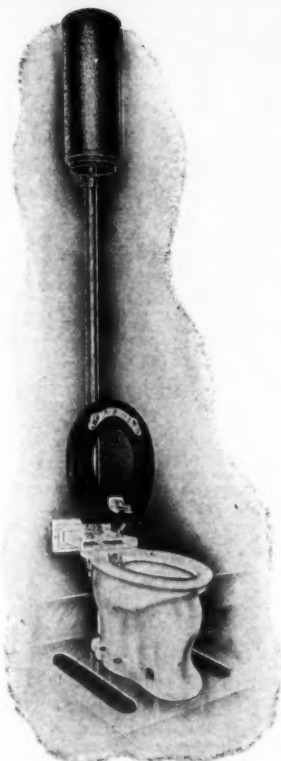
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A Childish Argument.

With these facts in view there can be no more childish argument advanced in support of our present system of education or of any trade school, or special school of any kind, than to call attention to the successful life work of certain individuals. The requirements for admission to some schools are such that few if any boys are admitted who would not likely have made good in almost any line of industry had they gone direct into industry, omitting entirely the school work that is now given credit for their success. Any of these people who have completed manual training or trade courses can be matched by those who have been in school little or none at all and therefore unless we can show that these successful individuals owe their success to the schools, we have nothing with which to refute the statement that they were simply strong enough to succeed in spite of time wasted in school.

The test of educational efforts is not the successes of a few selected individuals but the amount of advance produced on all those who attend school. Unless it can be shown that there is a general advance all along the line of the various types and capacities of pupils then the school is a failure no matter to what eminence certain individuals may attain. In fact, I do not claim that they are; but if our public schools are organized for the purpose of starrng certain individuals to the neglect of the masses, they not only are failures, but utterly unworthy the consideration of a democratic people and those who are intentionally organizing them for this purpose, if there be any such, are traitors to our government and the ideals of our people.

Educate All Pupils.

The remedy lies, therefore, not in attempting to segregate a few individuals to be trained for

exhibition purposes but rather in searching out such subject matter as will lift the entire student body to higher planes of life and social efficiency and using it for the benefit of all classes of pupils. We should attempt by the artificial means known as public education to advance the entire rising generation towards the standard set by the type individuals that lead the advance of the race.

When we have thus secured the proper subject matter then we should actually test it out. We should not be satisfied with some nominal tryout that omits everything but the mere form, as we have been in our attempts to determine the efficiency of manual training, but rather make such a test as will actually show the values of each element.

Harmful Studies.

In making these tests we should not overlook the possibility that some subjects of study may be harmful. If our definition of a liberal education is correct, if the call of industry is for a higher type of mind, then we must be extremely careful lest we compel our pupils to study that which tends to develop a type of mind unsuited to modern needs. The writer's experience with certain schooled individuals causes him to urge a most careful investigation of this feature of the problem. He is so fully convinced that our educators, as a class, wish for the best, as to feel that the chief factor in determining a remedy is to determine what subjects and methods tend to supply the mental equipment desired and what are of a neutral or negative character.

If such an inquiry is made with our definition of a liberal education to indicate the subjects to be most carefully scrutinized, the remedy for our industrial needs will appear so conspicuously that no one will dare to stand in its way.

Such Work Does Succeed.

This is not the time to discuss the details of a Mechanical Science course, yet this article would be incomplete without stating that the conclusions drawn in regard to the requirements of a practical education are backed by sufficient actual demonstrations as to leave no doubt in regard to the proper course to pursue.

To claim today that the regular schools cannot give a line of shop work that is all that can be desired in fitting boys and girls for active industrial occupations is to admit one's ignorance of what is actually being accomplished. The fact that some of the most conspicuous public school systems are doing the most extremely useless and even injurious work in their attempts to teach "handwork" is not a sufficient excuse for ignoring the good work that is being accomplished elsewhere. It is a question as to whether our school work is to have the same definite and uncompromising tests as would be given to a modern business enterprise. To use a current phrase, Are we to have "scientific management" in our schools or are we to strive in a general way for the best with a set determination that certain theories and policies are to remain regardless of their injury to progressive education?

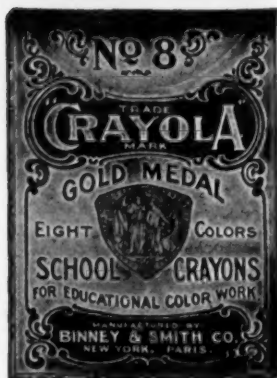
THE STANDARDIZATION OF SCHOOL ACCOUNTING AND OF SCHOOL STATISTICS.

(Continued from Page 15)

Budgets and Their Relation to School Accounts and Statistics.

In the sense that if natural functional divisions be defined in the beginning, the way is paved and made smooth and the keeping of proper school accounts and school statistics is facilitated, the proper classification of a school budget is of much importance. In many cities it is unfortunately the case that there is a

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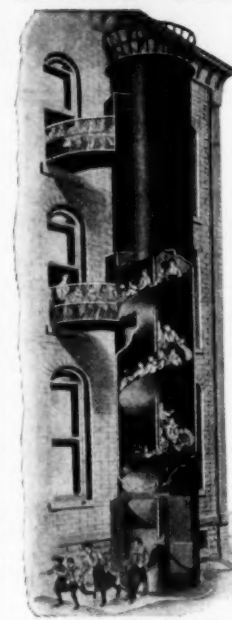
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strong tendency to regard school affairs in the same light as ordinary local municipal matters are regarded. In many ways, the inclusion of the public schools in the general routine of local business is hampering, if not detrimental, to the administration. This is especially marked in connection with budgetary accounting and with statistical matters. The fundamental error in the schemes of uniform accounting lies in the effort to make all natural conditions fit an arbitrary system, irrespective of the inherent diversities and incongruities of the individual features of the proposition. The concept of uniform accounting for all public activities is specious and catchy, but when it is placed in practice its inelasticity alone exhibits its fallacy as a scientific project. Rigidity in practice leads to distressing results; yet to make any exceptions destroys uniformity both actually and literally, for uniformity and exception are logically antagonistic terms which cannot exist in common.

In the case of school business, the problem is so widely divergent from purely local physical affairs, that it leads the exponents of uniform accounting into doing things rather remarkable from an accounting and statistical standpoint in order, somehow, to include school business in municipal affairs. A practical illustration of the absurdities which are thus perpetrated may be found in the budget adopted for 1912 by a large municipality. It reads as follows:

"Special School Fund"

"Special contract obligations—Operation—Office of the City Superintendent of Schools—1241—Music for Evening Roof Playgrounds."

For the year 1913 the same item was granted to the educational authorities under a title, as follows:

"Special School Fund—Contract or Open Order Service—General Plant Service—3573—Music for Evening Roof Playgrounds."

From the standpoint of educational administration, it is difficult to comprehend the pay-

chology leading to such hybrid classification as the bringing together of so many descriptive terms of widely divergent nature under one head. This is merely one of the many instances of confusion in municipal budgetary preparation, a confusion occasioned by unintelligent attempts at classification, and by the inclusion of things not germane.

Although the difficulties which are experienced by school systems and which are incidental to matters of this kind, materially add to the amount of practical work of school accounting, they are not insurmountable.

Before entering upon the constructive side of this work, it becomes necessary to correct and revise the prevailing system. No matter how incorrect or how unscientific the titles of budgetary appropriations constituted and allowed under color of law may be, still it would appear profitable to try to inculcate into municipal boards with money control, and into any and all other agencies with power to dislocate school administration, the principles which should govern the titles and constitution of school funds, so that it may become possible, from the beginning, to commence accounting on a scientific basis, untrammelled by faulty or inappropriate classification.

It is axiomatic that the first duty of school authorities is towards the school system and towards the object of its existence—namely, education. With this principle also in mind, that self-preservation is a natural law, it may be stoutly argued that school authorities are justified in organizing and in maintaining their accounting and statistical systems in such a way as to conform to the special requirements of the problem under their control and as to conserve the interest of educational administration in general. The constricting of educational affairs to suit mere local views is the acme of either self-satisfied narrowness or of amateur experimentation. The broadest and most generous treatment along constructive and not destruc-

tive lines, should be accorded in every regard to the problem of education. Especially is this true in connection with school accounting and with school statistics which are factors contributing no inconsiderable part to the success of school administration.

It has been hereinbefore stated that the difficulties arising from faulty budget classifications are not insurmountable. Provided that the school authorities will adopt a re-classification suitable for the affairs of a school system by regarding the budget as merely representing an aggregate of funds, this will be true. Notwithstanding budget imperfections this course can be successfully pursued by means of the use of a collateral system of statistics, the operation of which synchronizes with the various items of disbursement, as and when made. In other words, the true statistical classification may be applied to any transaction, as when it occurs, so that the school financial statistical records will run concurrently with budgetary appropriations. While possibly they are inharmonious, so far as titles and classifications are concerned, they may, by the refining process of re-classification, be made to accord in volume and in amount with the parent appropriations or funds. While this view of the case is not the most favorable that could be taken, nevertheless, if such a system can be successfully operated under disadvantageous conditions, it is obvious that where the conditions are more nearly perfect it would work much more easily and with far better results. Of course, under ideal auspices, where the school authorities are unhampered in their financial affairs by outside influences and where the control of the situation is from within, budget classifications and arrangements present no difficulties whatsoever. Conditions are ideal at the start and the accounting and statistical process may be standardized and refined without any disadvantages or without any hindrance.

It is possible that the great bulk of all school

(Continued on Page 68)

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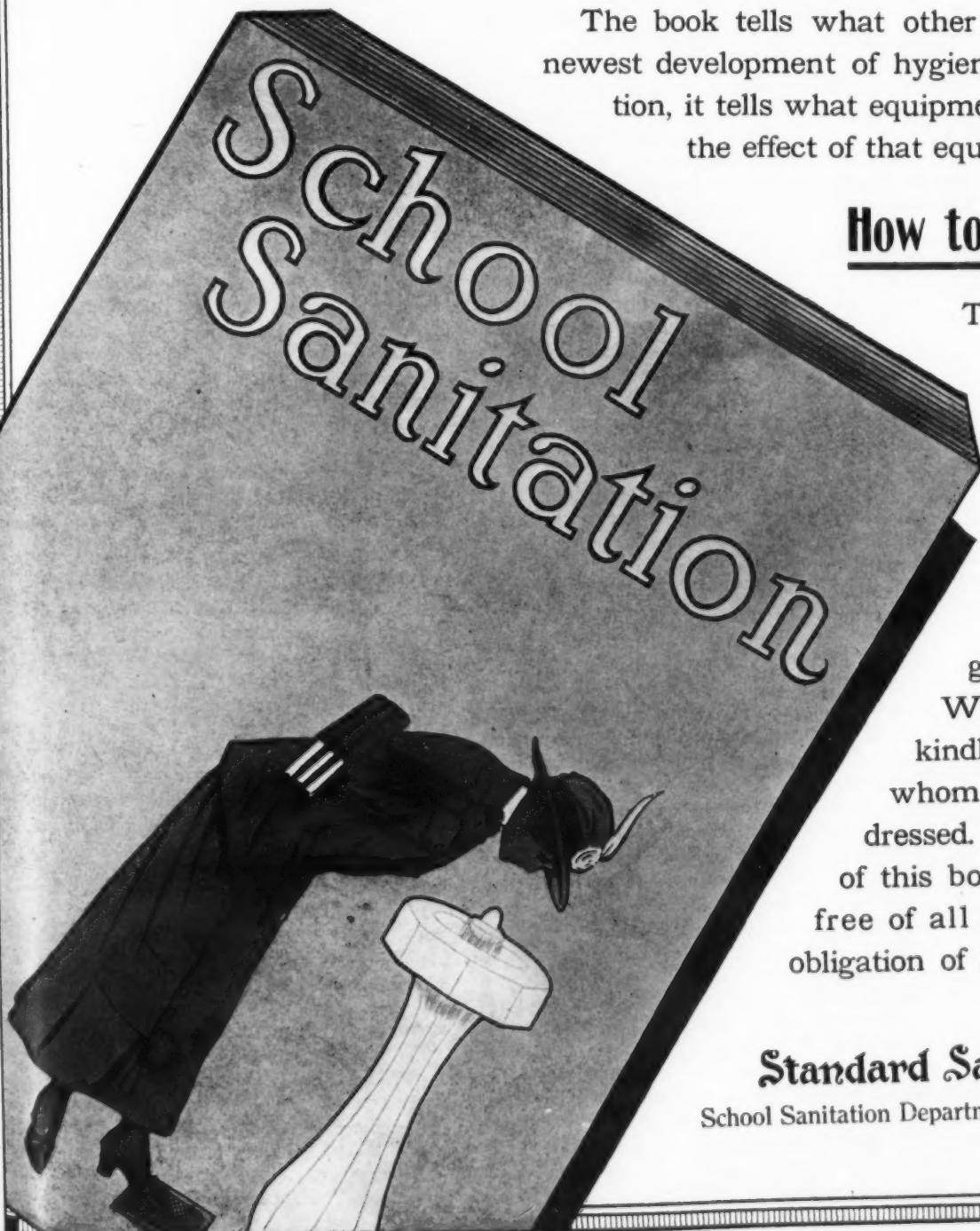
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(Continued from Page 66)

systems are so organized as to afford the greatest measure of individual control and of government of their affairs, but it is also true that some school systems suffer from the effects of local restriction and of local interference. To such it may be pleasing to know that their affairs may still be conducted satisfactorily, notwithstanding the difficulties enumerated. Practical methods which may be applied in order to secure the desired results, will be found in the suggested form and blanks hereinafter supplied. However it may be well to state at this point that it is assumed that all school systems, whether great or small use the voucher system when making disbursements, so that it becomes possible to analyze each business transaction, classify it statistically, and apply it under one or another of the natural divisions inherent in all school systems as above described, and further to assign it to its individual and appropriate place among the subdivisions of subclassifications which the method of conducting the affairs of that particular school system might require or justify, for local administrative purposes. Because the synchronous method of analysis and of classification partakes of the nature of an automatic audit it has decided advantages over methods of periodic or of desultory analysis. It is always parallel with the books of account. Analytical information is available at any moment to support, justify and amplify the books of account. Both direct and collateral control are thereby established, and the statistical product may be used in a variety of ways to show costs and cost relationships. In other words, as referred to in the beginning of this treatise, fund accounting and functional accounting are placed in direct relationship. Both are supreme in the sense that they occupy different spheres of usefulness, separate yet auxiliary and collateral to each other, and capable of producing in combination all information necessary to financial control and to business administration.

(Concluded in July Issue)

VAN WERT HIGH SCHOOL.

(Concluded from Page 22)

uses concrete beams and clay tile fillers. On top of this, where wooden floors are used, wooden sleepers are placed upon which the flooring is nailed.

The exterior walls and the principal interior walls are of brick masonry. The minor division walls are built of gypsum blocks which may readily be moved when necessary. The brick masonry is laid up in cement mortar. The exterior face brick are a rough finished, dark red or brownish brick, laid with spread-mortar joint of gray mortar. The trimmings of the exterior are made of Bedford, Indiana, limestone.

Glazed brick are used extensively in the interior of the building, such as facings for the stair halls, corridors, wainscoting in the gymnasium and manual training rooms.

The roofing material is of best quality of composition roof, with copper flashings, gutters, etc.

The interior wood-trim is of oak, and where wood floors are used, they are maple. The toilets have white tile floors with marble base, and the side walls finished in hard cement plaster. The partitions around and enclosing the various toilet fixtures are of black structural slate.

The building is electrically lighted, and heated and ventilated by means of a mechanical furnace system.

Sanitary work and fixtures are of the most modern and approved type of schoolhouse work.

Sanitary drinking fountains and hose for fire protection are installed in the corridors on the various floors, at the most convenient points.

The building code adopted a few years ago by the Ohio state legislature places many safeguards around the construction of school buildings and has been a strong factor in the great advance made in schoolhouse designing in the state. The Van Wert high school has been built in strict conformity with the code and in many respects exceeds the absolute letter of the law so far as safety and sanitation are concerned. The building has been recognized as a model type and has been copied by a number of school boards. It represents a straightforward, honest building, very economical in construction, yet embracing all the practical features of the most modern high-school design. At present the building is used in part for grade school pupils it being the intention of the school board to have a number of the rooms so occupied until the high school shall require the entire structure.

In the erection of the building, Mr. J. P. Shawkey, superintendent of the Van Wert schools, took an active interest and many of his

valuable suggestions for fitting the building to the needs of the school are incorporated in the plans. The board of education was obliged to work desperately to carry the bond issue which made the building possible, and after the money had been voted took great interest in getting a first-class structure for which much credit is deserving to the members.

The building was first opened in September, 1912, after the board had expended the sum of \$100,000 for the construction and equipment not figuring the cost of the site.

The building has been frequently visited by committees representing school boards and has been pronounced a most credible structure, modern and up-to-date in every respect, a very real example of what may be done by combining the interest of an honest, progressive school board, of an experienced, artistic architect and an earnest, well informed superintendent of schools.

The building was designed by Mr. Frank L. Packard, Columbus, O. His associate was Mr. Ralph Snyder and Mr. E. F. Babbitt acted as engineer.

THE WESTERN DRAWING AND MANUAL TRAINING ASSOCIATION.

(Concluded from Page 30)

The officers of the Association for the ensuing year are: President, Robert W. Selvidge, University of Missouri, Columbia; Vice-President, Regina Teigen, Public Schools, Sioux Falls, S. Dak.; Secretary, Wilson H. Henderson, Public Schools, Hammond, Ind.; Treasurer, L. R. Abbott, Public Schools, Grand Rapids, Mich.; Auditor, Roy C. Woolman, Public Schools, Des Moines, Iowa.

SALT LAKE CITY CONVENTION, N. E. A.

(Concluded from Page 24)

gram for the general sessions have not yet been announced at the present writing (May 20) but sufficient details of the departmental meetings have been made public to give an adequate idea of the importance of the gathering.

The Department of Kindergarten Education will hold sessions Monday morning and Wednesday afternoon. The topics for discussion are "The Kindergarten as an Integral Part of the Public-School System," "Ways and Means of Increasing the Effectiveness of Kindergarten Supervision," "Increasing the Development of

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the Whole Child During the Period of Kindergarten Education," "The Value of Outdoor Kindergartens," "The Effect of Modern Methods in Education upon the Kindergarten," and "Some Obstacles in the Pathway of the Kindergarten of the Future." The speakers who will lead in the presentation of these topics are United States Commissioner of Education Claxton, Miss Luella Palmer, Department of Supervision, New York City Kindergartens, Mr. Burt, Normal School, San Francisco, Cal., Miss Brooks, Pasadena, Cal., Miss Elizabeth Shaw, Evanston, Ill., and Miss Patty Hill, Teachers' College, Columbia University, New York.

The Department of School Administration in which members of boards of education and

superintendents will be particularly interested will hold sessions on Wednesday and Friday mornings. Chairman J. H. Francis of Los Angeles, Cal., will preside. At the first session, County Superintendent Mark Keppel of California will discuss rural school organization and administration, and State Superintendent Edward T. Hyatt will read a paper on "Rural School Finances." The second meeting will be devoted to problems of state school administration and the topics of "School Engineering," "Trade Schools" and "School Surveys" will be taken up. The Department will hold a third session with the Department of School Patrons at which the general topic will be co-operation of home and school. City Superintendent L. R. Alderman of Portland, Ore., who is perhaps the leading authority in the United States on methods of correlating home and school interests, will be the principal speaker.

The Department of Elementary Education will hold a joint session with the Department of Normal Schools on Wednesday morning, and independent sessions on Thursday morning and Friday afternoon. At the joint session, the general topic will be "The Training of Teachers." From the standpoint of Normal Schools and Colleges of Education, the matter will be presented by President Hill, of Emporia, Kans., President Kirk, of Kirksville, Mo., and Professor Elliott, of the University of Wisconsin. Under the subheading, "Adjusting the Normal School Graduate to a City System," the speakers will be Superintendent C. H. Whitchee, Berlin, N. H., and Miss Frances Jenkins, Supervisor of Elementary Grades, Decatur, Ill. In the other meetings the topics will be "The Outcomes of Teaching," "Time Element in Relation to School Efficiency," "Some Experiments in Elementary School Organization," and "The Effect of Kindergarten Work on Children in the Grades."

These subjects will be presented by Principal George R. Robinson, St. Louis, Mo., Dr. W. A. Jessup, University of Iowa, Dr. Sam W. Brown, State Normal School, San Francisco, Cal., and Mr. Holland of Louisville, Ky.

In addition to the regular departments of the National Education Association, the following societies will have one or more meetings at Salt Lake City during the week of the convention: The American School Peace League, The School Garden Association of America, The American Association of Collegiate Registrars, The National Committee on Agricultural Education, The Federation of State Teachers' Associations, and the National Council of Teachers of English.



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Secretary D. W. Springer of the National Education Association has announced that the railroad rates for the Salt Lake convention will be as low as any which the association has ever enjoyed. The Trans-Continental and the Western Passenger associations have granted particularly low rates from points on the Pacific Coast and from gateways in the Central West.

The eastern and southern passenger associations have all granted rates which practically make the fare one-half of the old three-cent rate.

THE INTER-RELATIONS OF BOARDS OF EDUCATION, SUPERINTENDENTS, TEACHERS AND CONSTITUENCY.

(Concluded from Page 12)

help of their cherished plans—to act upon it and lead it, and to lead it always right.

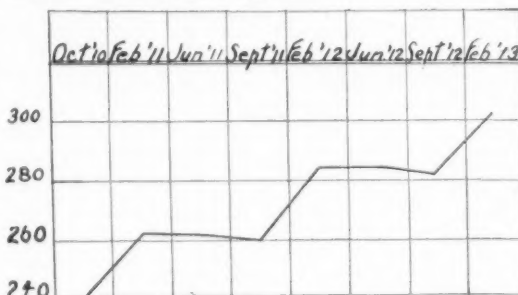
The best superintendent is not the man who changes his mind in order to be popular, but the one who is able to so act as to change the minds of others. The superintendent should always touch elbows with the common people. He should learn the moods of many minds and lead public thought and public action in the line of his own profound convictions. He should always respect public opinion but never be public opinion's trembling slave. He should understand the power of popular prejudice but never consider a wrong public opinion final. There are some men who resist public opinion when they disapprove of it,—resist it till the storms come and the winds blow, and the waves beat threateningly, and then they face about and turn with the tide. Such is not the spirit or attitude of a good school board or a good superintendent. They should have the courage of their convictions and lead the people always right. The superintendent's attitude toward his board should be that of an adviser and counselor, toward his teachers that of a friend and brother, and toward the people of his com-

munity that of a leader in educational affairs. His spirit should always be the spirit of helpfulness and service.

MONTCLAIR OPEN AIR CLASS.

(Concluded from Page 19)

vacation when the children are at home, is shown in the following chart:



Montclair Open Air Class. Combined weight of five children in attendance from October, 1910, to February, 1913.

The same general tendency is apparent whether we study the group as a whole or the record of an individual child.



Chart showing weight record of one girl in attendance from October, 1910, to February, 1913.

Because of the number of children who actually need the open air treatment, as soon as the condition of any child warrants it he is sent back to his regular class and his place is given to another. This varying attendance prevents any study of a large group over a considerable period, but improvement is found whatever the length of time spent in the class.

	Nov. 1911	Feb. 1912	
Harry	71-10	73-2	
Ophelia	56-8	60-9	
Willie		87-8	
Peter	66-14	68-1	
Peter	55-12	57-12	
Frank		57-12	
	June 1912	Sept. 1912	Feb. 1913
	74-11	73-4	78-4
	58-13	62-4	65-14
	90-3	94-	97-6
	69-10	68-12	75-11
	59-4	56-8	63-12
	58-15	58	64-14

Table showing weight of children in open air school at different periods.

As frequently occurs in communities in which open air classes are established, the cost is provided for by the co-operation of the board of education and a philanthropic society. The board provides the room, school supplies, clothing, teacher, doctor and wages for the house-keeper. The food is paid for by the society. When the value of the school to the child is taken into consideration, the total cost is a comparatively small matter.

Muskogee, Okla. The board of education is considering the advisability of assuming direct control of the playground work. The playgrounds have formerly been carried on by private subscriptions and it was believed that the change would result in a better organization of the play activities.

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Irondale—the erection of the new school building cost, \$11,000.

Phoenix—plans in progress for a new school building, cost, \$12,000. Bakersfield—new school building, cost, \$10,000. Little Rock—new school building, cost, \$10,000. El Centro—new school building, cost, \$10,000. San Bernardino—new school building, cost, \$10,000. San Francisco—new school building, cost, \$10,000. Los Angeles—new school building, cost, \$10,000. Portland—new school building, cost, \$10,000. Seattle—new school building, cost, \$10,000. Tacoma—new school building, cost, \$10,000. Vancouver—new school building, cost, \$10,000. Victoria—new school building, cost, \$10,000. Winnipeg—new school building, cost, \$10,000. Montreal—new school building, cost, \$10,000. Quebec—new school building, cost, \$10,000. Ottawa—new school building, cost, \$10,000. Toronto—new school building, cost, \$10,000. Hamilton—new school building, cost, \$10,000. London—new school building, cost, \$10,000. Manchester—new school building, cost, \$10,000. Birmingham—new school building, cost, \$10,000. Glasgow—new school building, cost, \$10,000. Liverpool—new school building, cost, \$10,000. Cardiff—new school building, cost, \$10,000. Swansea—new school building, cost, \$10,000. Bristol—new school building, cost, \$10,000. Exeter—new school building, cost, \$10,000. Plymouth—new school building, cost, \$10,000. Devonport—new school building, cost, \$10,000. Falmouth—new school building, cost, \$10,000. Truro—new school building, cost, \$10,000. St. Austrey—new school building, cost, \$10,000. Newquay—new school building, cost, \$10,000. Brixham—new school building, cost, \$10,000. Totnes—new school building, cost, \$10,000. Dartmouth—new school building, cost, \$10,000. Bideford—new school building, cost, \$10,000. Brixton—new school building, cost, \$10,000. Exmouth—new school building, cost, \$10,000. Sidmouth—new school building, cost, \$10,000. Lyme Regis—new school building, cost, \$10,000. Dorchester—new school building, cost, \$10,000. Bournemouth—new school building, cost, \$10,000. Poole—new school building, cost, \$10,000. Christchurch—new school building, cost, \$10,000. Bournemouth—new school building, cost, \$10,000. Poole—new school building, cost, \$10,000. Christchurch—new school building, cost, \$10,000.

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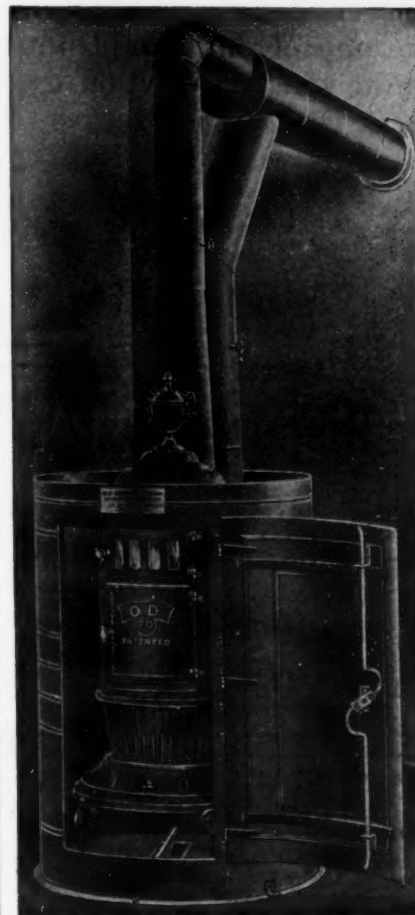
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School Building News

ALABAMA.

Irondale—The Commercial Club is planning the erection of a school to cost not less than \$10,000. Dr. Bobo, pres.

Aliceville—Contract has been let for school. Cost, \$11,000.

ARIZONA.

Phoenix—Archts. Lescher & Kibbey have plans in progress for 6-room school building; \$12,000. Bids received May 5 for school, Dist. No. 1, Germania Place. Lescher & Kibbey, Archts.

Globe—Site has been selected for new school.

Mesa—Site has been purchased on East Main Street for a new school building.

ARKANSAS.

Monticello—The school district trustees will erect a high school. \$30,000, bonds, available.

Jonesboro—Archts. F. M. Blaisdell, Little Rock, is preparing plans for school buildings, First District Agricultural School.

Little Rock—Archts. F. M. Blaisdell, Little Rock, is preparing plans for dormitories, greenhouse and barns for Second District School.

Batesville—Bids received shortly for remodeling of West Batesville school.

CALIFORNIA.

Riverside—Bids received April 30 for rebuilding of mechanics' building at the polytechnic high school. N. F. Marsh, Archt., Los Angeles.

Santa Maria—Bids received May 3 for one-story manual training and domestic science building. W. H. Rice, Clk.

Bakersfield—Plans have been discussed for new school at A and Eighteenth St., East Bakersfield, and for an addition to Emerson school. O. L. Clark, Archt.

Bakersfield—Bids received May 3 for frame school building, Brundage school district. J. M. Saffell, Archt.

Del Rosa—Archts. Anthony Belmer, San Bernardino, has plans in progress for school building. Cost, \$17,000.

El Centro—Plans received for 8-room grammar school. C. E. Sprouse, Clk.

San Mateo—The union school board is considering the erection of a manual training building on Second Street. Cost, about \$12,000.

San Bernardino—Six schools will be erected in the Mojave desert section of San Bernardino County. A. S. McPherson, Supt.

Huntington Park—Figures will be received for school. Train & Williams, Archts., Los Angeles. Cost, \$25,000.

Highland—Bids received May 12 for one-story school. A. Biemer, Archt., San Bernardino.

Porterville—Bids received for 4-room school. S. Bartholomew, Clk.

Sacramento—A \$50,000 bond issue is planned by the Arcade school district of Sacramento county for at least two new school buildings. Marshall Diggs, mem. building committee.

Lancaster—School will be erected. Cost, \$17,000.

Sacramento—The school board has adopted reinforced concrete for the new Capital school. Cost, \$188,000. F. T. Shea, Archt., San Francisco.

Santa Paula—Bids received May 10 for 4-room addition with auditorium for Emerson school. O. L. Clark, Archt.

Ontario—Archts. N. F. Marsh, Los Angeles, has plans in progress for 2-story school. Cost, \$40,000.

San Francisco—Archts. Albert Pissis will prepare plans for the new Oriental school. Archt. Houghton Sawyer has been commissioned to prepare plans for the new Marshall school.

COLORADO.

Ordway—Archts. J. M. Gile has submitted plans for a new high school building. Cost, \$20,000.

Two Buttes—A two-room or three-room school is contemplated. N. G. Jones, pres. board No. 2.

CONNECTICUT.

Waterbury—Proposals received May 5 for 12-room school building (plumbing, electric clocks and gongs). J. T. Smith, Archt.

Moscow—Estimates are being received for 10-room school building with assembly hall. J. A. Jackson, Archt., New York, N. Y.

Derby—Bids will be advertised for 2-story high school addition. J. A. Jackson, Archt., New York, N. Y.

Deep River—Bids received May 12 for 2-story school building. Johnson & Burns, Archts., Hartford. Cost, \$30,000.

Groton—Proposals received May 19 for school in the Seventh District. Dudley St. C. Donnelly, Archt., New London.

Wallington—Contract has been let for erection of 17-room school, Holy Trinity parish. R. W. Foote, Archt., New Haven. Cost, \$80,000.

Hartford—Bids will be received for 2-story school. Whiton & McMahon, Archts. Cost, \$85,000. Figures received May 20 for 8-room addition to school. Cost, \$30,000.

Windsor—Figures received on revised plans May 19 for 2-story school. Whiton & McMahon, Archts., Hartford.

FLORIDA.

Palatka—The Putnam county board of education is considering the issuance of \$75,000, bonds, for school building.

Orlando—Bids received May 6 for grammar school. L. P. Hutton, Archt.

GEORGIA.

Decatur—The city will expend \$20,000 to erect graded school. Morris & Morris, Archts., Atlanta, Ga.

Macon—Bids received June 1 for high school. Blair & Adams, Archts., Macon. Cost, \$100,000.

Atlanta—The Georgia School of Technology will erect a stadium. K. G. Matheson, pres. Cost, \$15,000.

Americus—Archts. F. R. Happ, Macon, has adopted plans for a school building. J. E. Mathes, Supt.

IDAHO.

Bruneau—Bonds, \$12,500, have been voted for new school. D. B. Hyde.

Bonnara Ferry—Contract has been let for 2-story school, Dist. No. 14. Keith & Whitehouse, Archts., Spokane, Wash.

Rupert—Contract has been let for new school. John Visser, Archt., Boise. Cost, \$46,000.

ILLINOIS.

Chicago—Figures are being received for 2-story private school. Howard Shaw, Archt.

Virden—Archts. Deal & Ginzle, Lincoln, have plans in progress for 2-story high school; \$40,000.

Bloomington—Competitive plans will be received for high school; \$250,000.

Glen Carbon—Proposals received April 26 for school. F. Oswald, Archt., Alhambra.

Pekin—School will be erected in Oak Hill district, southeast of the city.

Chicago—Figures received May 7 for Manierre school addition. A. F. Hussander, Archt.

Rockford—Archts. C. W. Bradley has plans in progress for 2-story school for boys. Miss Mary Beattie, secy.

LaSalle—Contract has been let for 2-story high school addition. J. H. Barnes, Archt. Cost, \$100,000.

Quincy—Archts. E. B. Clarke has plans for 8-room school with auditorium. Cost, \$50,000.

Alton—The citizens voted to erect a school for Godfrey Dist. No. 119. Cost, about \$12,000.

Danvers—Sites are being considered for new school building.

Kankakee—Archts. Z. T. & O. G. Davis, Chicago, have plans for 2-story school. St. Patrick's Church. Cost, \$25,000. Contract has been let for 2-story school building. Cost, \$18,000.

Odin—Figures received for 2-story school. Spencer & Temple, Archts., Champaign.

Chrisman—A 2-story township high school is contemplated. Cost, \$35,000.

Westville—Two-story school is contemplated. J. Possolt, Secy. Cost, \$30,000.

Ridge Farm—Preliminary plans are in progress for 4-room school. J. Jones, secy. Cost, \$10,000.

Grayville—Bids received May 10 for school, Dist. No. 40, Fortney Dist. F. A. Schroeder, dir.

Monmouth—The Catholic Church is planning the erection of a parochial school.

Chicago—School buildings adapted to technical courses will be erected at the following locations: One on the site of the Englewood high school; one on the grounds of the Lake high school; one at Sixty-second and Sixty-fourth Sts., Ashland and Western Aves.; one at Thirty-fifth St., Archer and Western Aves.; one on the site of the Curtis high school at State St., and 114th Place.

Chicago—Bids received May 21 for alterations to Burrough school. A. F. Hussander, Archt.

Verona—Bids received May 31 for school, Dist. No. 11 in Weir's District.

Maryville—Archts. J. W. Kennedy, East St. Louis, has plans in progress for one-story school; \$9,000.

Chatham—Archts. G. W. Helmle, Springfield, has plans for 2-story addition to school.

Carthage—The school district has voted \$25,000 for a grade school to include manual training, domestic science and a gymnasium. David H. Wells, Supt.

Watertown—Bids received May 24 for 4-room school. O. Z. Cervin, Archt., Rock Island.

INDIANA.

Indianapolis—Proposals received May 9 for 2-story school. W. H. Albersmeier, Archt. Bids received May 9 for 8-room school. W. H. Albersmeier, Archt. Cost, \$25,000.

East Chicago—Figures received April 30 for 2-story parochial school. Wm. L. Kiewer & Son, Archts., Chicago.

Crown Point—Bids received May 1 for one-story school, Dist. No. 8. O. T. Bailey, secy. advisory board.

Lebanon—Mr. F. J. Witham of Boone county has offered to donate \$10,000 for the building of a vocational school of agriculture and domestic science. The building will be maintained in connection with the high school.

Liberty Center—Plans have been prepared for 10-room school with assembly hall, manual training and domestic science rooms. Chas. H. Houck, Archt.

Indianapolis—Bids received May 15 for addition to Public School No. 57. Herbert Foltz, Archt.

Logansport—Bids received May 15 for 3-story high school and power house. H. L. Bass & Co., Archts., Indianapolis. Cost, \$200,000.

Terre Haute—Plans are in progress for King-Crawford Classical School. Kervick & Shourds, Archts. Cost, \$3,000.

Evansville—Bids received for 2-story school, St. Benedict's Church. F. J. Schlotter, Archt.

Winamac—Bids received May 15 for 4-room addition. W. H. Albersmeier, Archt., Indianapolis.

Bicknell—Bids received for 8-room school. J. S. Hoover, trus. Cost, \$25,000.

Elkhart—Bids received May 10 for 2-story consolidated school, Baugo twp. A. H. Ellwood & Son, Archts.

New Castle—The advisory board of Franklin township has decided to erect a high school. Cost, \$20,000 to \$25,000.

Indianapolis—Bids received May 15 for 2-story addition, with assembly hall. Herbert Foltz, Archt.

Frankfort—Archts. R. P. Daggett & Co., Indianapolis, have plans for 2-story addition to high school. Cost, \$30,000.

Washington—Archts. M. H. Johnson, Brazil, has plans in progress for 10-room parochial school with auditorium, St. Simon's Church. Cost, \$40,000.

Whitestown—Archts. Barrett & Ange, Kokomo, have plans in progress for 8-room high school (assembly hall, domestic science and manual training). Cost, \$35,000.

Francesville—Figures will be received for 8-room school. Freyermuth & Maurer, Archts., South Bend. Cost, \$25,000.

Habcock—Figures are being received for 2-story school building. Chas. E. Kendrick, Archt., Gary. Cost, \$10,000.

Kilmore—Bids have been advertised for 5-room addition. O. C. Collins & Co., Archts., Frankfort.

Rosedale—Bids received May 1 for 4-room school. M. H. Johnson, Jr., Archt., Brazil.

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CHICAGO, ILL.

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Valley Mills-Bids received May 17 for 4-room addition. W. H. Albersmeier, Archt., Indianapolis.

Richmond-Bids have been received for school.

Columbia City-Bids received May 21 for 2-story school building. C. B. Weatherhogg, Archt., Fort Wayne. Cost, \$14,000.

Woodburn-Figures received May 22 for 2-story grade and high school. Mahurin & Mahurin, Archts., Ft. Wayne.

Marengo-Archit. A. R. Smith, Louisville, Ky., received bids for 8-room school. Clark Sloan, trus.

St. Joe-Bids received May 31 for school.

Linn Grove-School will be erected. Cost, \$25,000.

IOWA.

Des Moines-Bids received May 12 for school.

Saylorville.

Village-Bonds, \$45,000, have been voted for high school building. L. D. Willis, Archt., Omaha, Neb.

Arthur-Bonds, \$10,000, have been voted for school. Address clk.

Thornton-Bids received May 12 for new school.

Curlew-Contract has been let for new school. Cost, \$5,500.

Buffalo Center-Bids received May 1 for erection of school, Dist. No. 2, Hebron twp. Wm. Franke, secy.

Palmer-Contract has been let for school. Cost, \$5,000.

Iowa Falls-Bonds, \$75,000, have been voted for new high school.

Langdon-An election will be held to vote on a township high school.

Charles City-Bonds, \$40,000, have been voted for new school.

Perry-Site has been selected for new North Ward school to be erected this summer.

Port Dodge-Archit. J. H. Albright has plans for 2-story school for Sacred Heart Congregation, to be equipped with slate blackboards.

Lenox-Contract has been let for six schools in Grove township.

Smithland-Bids received May 12 for school building. J. H. Craddock, Archt., Omaha.

Correctionville-Contract will be let May 14 for erection of high and grade school. J. H. Craddock, Archt., Omaha, Neb. Cost, \$14,000.

Nemaha-The citizens have voted to erect a new school for Delaware township, Sac county. Cost, \$10,000.

KANSAS.

Oxford-Archit. J. O. Parr, Oklahoma City, Okla., has plans in progress for 2-story high school. Cost, \$18,000.

Pittsburg-Bids received May 5 for 2-story addition. Asa Messenger, Archt., Cost, \$12,000.

Chanute-Bonds have been voted for two 2-story high schools. Cost, \$55,000 each.

Genda Springs-Bonds have been voted for 2-story school building. Cost, \$10,000. W. J. King, dir.

Dexter-The board of education is planning the erection of a new school. Cost, \$10,000.

Des Moines-Bids received June 7 for school.

Jefferson twp. Fred Temple, secy.

Creston-Bids received May 22 for 2-story high school addition. W. R. Williamson, Archt., Cost, \$70,000.

Sigourney-Bids will be readvertised for 4-room school. B. T. Seger, Archt.

Emmettsburg-Bids received May 17 for

parochial school. W. F. Keefe, Archt., St. Paul, Minn.

Castana-Bids received May 20 for addition to school. W. J. Donlin, secy.

Waterloo-School will be built for Dist. No. 2. Cost, \$4,000.

Hamlin-Bids received May 26 for school. Jacob Anderson.

Monticello-A gymnasium will be built.

Tipton-Six-room school will be erected.

Derby-Contract has been let for new school.

Archer-Bids received May 23 for school.

W. J. Sinyard.

Eldora-Bids received May 17 for school.

Dist. No. 1. Geo. Schwarck, R. I.

Sac City-Bonds, \$10,000, have been voted for 4-room school, Delaware twp., Sac county.

John Blacks, Supt.

Riceville-Bids received May 24 for school.

sub-dist. No. 3. Oliver Sumpter, secy.

Ellsworth-Bonds, \$15,000 have been voted for new school.

Cornell-Herdland and Douglas townships have voted \$7,000, bonds, for erection of new school.

Fort Dodge-Bonds have been voted for a new school in the First Ward.

Blockton-The school district contemplates the erection of a 2-story high-and-grade school.

M. F. Roof, mem. board. Cost, \$20,000.

Lorimer-Proposals received June 9 for grade and high school. W. R. Williamson, Archt., Creston.

Winfield-Archit. C. G. Washburn, Burlington, will receive bids June 2 for 3-room school.

Lamoni-The citizens have voted \$40,000, bonds, for high school building.

Inwood-Bids received June 2 for school.

Hugo Reimers, secy.

Villisca-Bids received June 5 for school.

L. D. Willis, Archt., Omaha, Neb.

Centerville-Bids received June 7 for school.

Dist. No. 3, Johns township. J. A. Thompson, pres.

Iowa City-Bids received June 16 for 2-story high school. O. H. Carpenter, Archt., Iowa City.

KANSAS.

Effingham-Two-story addition will be built for school (gymnasium and industrial building).

Atchison county. Cost, \$12,000.

Olathe-Figures are being received for school building. E. O. Brostrom, Archt., Kansas City, Mo. Cost, \$4,000.

Horton-One-story school building is contemplated; \$3,000.

New City-The school board has decided on a tax levy of \$4,000 for the enlargement of the high school building.

Dodge City-Archit. R. A. Curtis, Kansas City, Mo., has plans for high school building.

Construction held up pending site selection. Cost, \$65,000.

Canton-A 2-story high and grade school will be erected. H. W. Edgerton, Clk. Cost, \$15,000.

Tescott-Figures received June 1 for 2-story high and grade school. Wilmarth & Zerbe, Archts., Salina. Cost, \$13,500.

Wakarusa-Plans have been submitted for 2-story school building. Cost, \$12,000 to \$15,000.

Grantville-Plans are in progress for a 4-room school. Cost, \$9,000.

Effingham-Plans will be prepared for an addition to the county high school.

KENTUCKY.

Lexington-The Fayette county board of education received bids April 25 for one-story addition to Picadome school on Harrodsburg pike. Nannie Faulconer, county supt., Lexington.

Elizabethtown-Hardin county board of education received bids May 15 for school. J. L. Pilkerton. Cost, \$2,500 to \$3,000.

Owensboro-Bids received May 6 for six schools buildings, Daviess County. C. W. Kimberlin, Archt.

Buena Vista-A consolidated school will be erected. Geo. Smith, Sr., contractor.

Louisville-Bids received June 1 for 2-story parochial school, St. John's Church. Fred Erhart, Archt.

Jeffersonton-Archit. B. B. Davis, Louisville has plans for 2-story school building. Cost, \$13,000.

LOUISIANA.

Smoke Bend-An appropriation of \$1,500 has been asked for a new school building. An additional amount will be secured from the citizens.

Dixie-Bids received May 5 for school. C. E. Byrd, Supt. E. F. Neild, Archt., Shreveport.

St. Tammany-The parish of St. Tammany will expend \$25,000 for the erection of a high school.

Dubach-Bids received May 20 for 2-story school. Smith & Barthel, Archts., Monroe.

Homer-Archts. Stevens & Nelson, New Orleans, have plans for 2-story high school with auditorium, laboratories, manual training, domestic science and commercial department. Cost, \$50,000.

Covington-Archts. Nolan & Torre, New Orleans, have been selected to prepare plans for the new high school. Cost, \$30,000.

MARYLAND.

Baltimore-The Children's Hospital School, Greenspring Ave. and 41st St., will erect additional building. Cost, \$10,000.

Burkittsville-Archit. B. E. Varad Kepner, Frederick, has plans for three-room school. Cost, \$3,500 to \$4,000.

Baltimore-Proposals received May 21 for addition to Public School No. 83. Jas. E. Preston, pres.

Sudlersville-Archts. Brinckloe & Canning, Easton, have plans for one-story high school building. Cost, \$5,000.

MASSACHUSETTS.

Millis-Bids received May 3 for high school. Cooper & Bailey, Archts., Boston.

Boston-Bids received May 15 for 2-story school building. Kilham & Hopkins, Archts., Cost, \$100,000.

Brookline-Proposals received May 15 for school. Kilham & Hopkins, Archts., Boston.

Worcester-Bids will be received shortly for the high school. F. W. Moore, secy.

Springfield-Site has been selected on Fowler Avenue for new school. Joseph D. Cadie, moderator. Cost, \$75,000.

Springfield-Archts. Samuel Green Company have plans in progress for 2-story grammar school. John Maxfield, chm. city property committee. Cost, \$125,000.

Seabury has plans in progress for 3-story addition to Buckingham school. Archt. John W. Donohue has plans in progress for 2-story addition to school. Holy Family Church.

Methuen-Bids will soon be received for 6-room school. Mr. Peirce, committeeman.

Waltham-The school board is considering the building of an addition for the Hill school.

Millbury-Bids received June 7 for high school. J. T. Simpson, Archt., Newark, N. J.

MICHIGAN.

Tecumseh-Archit. M. M. Stophlet, Toledo, O., has plans for progress for 2-story school and assembly hall. C. F. Patterson, secy. Cost, \$50,000.

Detroit-Figures received May 3 for 2-story school building. Detroit Home and Day School. Albert Kahn, Archt.

Flint-Figures received May 15 for 2-story school and church, St. Matthews Church. Donaldson Meier, Archt., Detroit. Cost, \$30,000.

Hemlock-Archts. Cowles & Mutscheller, Saginaw, have plans for 4-room school building. Cost, \$12,000.

Crystal Falls-Contract has been let for erection of school.

Bozette City-The citizens have voted to erect a new school building.

Flint-Preliminary sketches have been prepared for 12-room Durant school.

Chesaning-School will be erected (10 rooms). Grand Rapids-Archit. H. H. Turner has plans in progress for 2-story Alexander school. Cost, \$30,000.

Saginaw-Bids received May 15 for 4-room addition to Jerome school.

Traverse City-Bids received May 21 for 2-story school. F. E. Moore, Archt.

Vermontville-School will be rebuilt for district, one mile west of town.

Detroit-Site has been selected at Charlevoix and Garland Aves. for a school.

MINNESOTA.

Minneapolis-Figures are being received for 2-story high school building (horticulture, manual training and domestic science). F. E. Halden, Archt., Cost, \$60,000.

Bird Island-Figures are being received for 8-room school building. J. F. Fisher & Co., St. Paul. \$20,000.

Stillwater-Archit. E. J. Donohue, St. Paul, has plans for School, St. Michael's parish. Rev. J. Corcoran, pastor.

Nashauk-Bids received May 1 for 8-room addition to high school. W. A. Hunt, Archt., Duluth.

St. Louis Park-Proposals received May 8 for high school. F. E. Halden, Archt., Minneapolis.

Ashcreek-School will be built. Cost, \$3,000.

Mabel-Archts. Parkinson & Dockendorf, LaCrosse, Wis., have plans for 2-story school. H. H. Hammer, clk. Cost, \$30,000.

Steen-School will be built.

Fosston-Archit. A. H. Foss, Elbow Lake, has plans for 2-story high school.

Clinton-School will be erected this summer.

St. Paul-A new school will be erected on College Avenue for the Cathedral parish; \$100,000.

Mahnomen-Bids received May 15 for construction of school building. E. F. Broomhall, Archt., Duluth.

Winona-Sketches are being received for erection of high school. Cost, \$150,000.

Caledonia-Figures received May 14 for 2-story school building. E. A. Myhre, Archt., Winona. Cost, \$18,000.

Medford-Proposals received May 6 for addition, consolidated Dist. No. 5. G. B. Corey, Clk.

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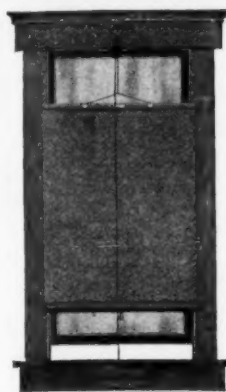
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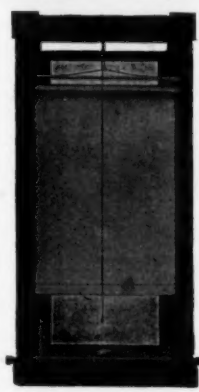
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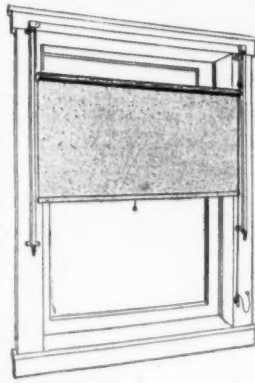
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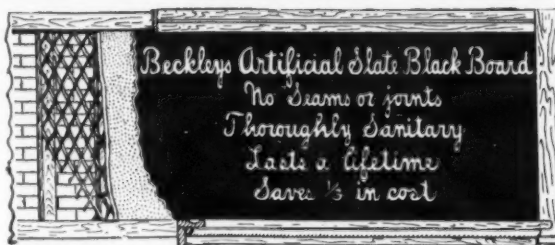
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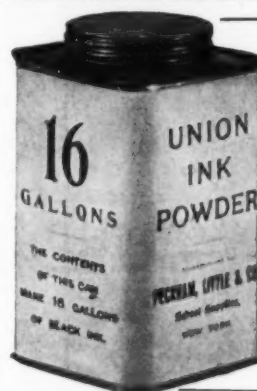
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PECKHAM, LITTLE & CO. 57-59 East Eleventh Street. NEW YORK

Murdock—The city plans to erect a school building this fall. Cost, \$20,000.
Chisholm—Bids received May 28 for high school. Bell, Tyrie & Chapman, Archts., Minneapolis.
Rochester—School will be erected. Dist. 64.
Kandiyohi—The village and school district No. 46 will build a new school. Cost, \$6,000.
Red Lake Falls—A new high school will be erected.
Ironton—Proposals received May 26 for 2-story school. V. J. Price & Co., Archts., Duluth.
New Ulm—The independent school district has voted \$75,000 for the erection of a high school building.
Crosby—Bids received May 26 for 2-story school. Dr. J. E. McCoy, clk.
Fertile—Plans have been considered for a one-story school.
St. James—Bonds, \$20,000, have been voted for a school.
Wykoff—Bonds, \$13,000, have been voted for a new school to cost \$18,000.
Duluth—Bids will be received for 6-room school with auditorium. St. James Parish. Rev. D. W. Lynch. Cost, \$40,000.
Indus—Arch. W. P. Alfred has plans for two-room school.

MISSISSIPPI

Holly Springs—Bids received May 15 for 2-story school. Marshall County Agricultural High School. M. M. Alsop, Archt., Houston, Miss.
Oxford—Bids received May 12 for high school on College Hill. Address Trustees, Lafayette County Agricultural High School.
Woodville—Bids received May 19 for school building and dormitory. Wilkinson County Agricultural High School. Overstreet & Spencer, Archts., Jackson. Cost, \$25,000.
Mathiston—Arch. C. D. Henry, Kankakee, Ill., has plans for 3-story school building.
Mrs. H. D. Ketcham, Kankakee, Ill.
Natchez—Plans and specifications received May 15 for colored school to cost \$5,000. B. C. Geisenberger, pres.
Johns—An agricultural high school will be erected for Rankin county.

MISSOURI

Knobnoster—An 8-room high and grade school is contemplated. Cost, \$18,000.
Holden—Two-story addition will be built; \$10,000.
Webster Groves—Plans have been completed for a 3-story seminary building. Comes, Imbs & Preuss, Archts., St. Louis. Rev. F. Gillilan, secy.
Nelsonville—Bids received May 1 for school building. E. F. Bohon.
St. Louis—A 22-room school will be erected; also a 9-room school. C. P. Mason, secy.
West Plains—The school board has discussed plans for a new school. Dr. O. I. Trimble, pres.
Stafford—Election will be held to vote on bonds for a new school in Lamb district.

Lowry City—The school district has voted \$7,000, bonds, for school building. J. B. Good, secy.
Poplar Bluff—Bids received June 2 for 2-story high school. M. J. Armstrong, clk. Cost, \$70,000.
St. Louis—Bids received for 2-story school building. Wm. B. Ittner, Archt.
St. Genevieve—Archts. Jos. Stauder & Son, St. Louis, have plans in progress for 2-story school. Cost, \$15,000.
Flinthill—Archts. Wessbecker & Hillebrand, St. Louis, have plans in progress for 2-story school and hall building. Cost, \$14,000.
West Plains—Work will be begun this summer on a high school. R. S. Hogan, repr. Cost, \$35,000.
Granger—The citizens have voted for a 4-room school. Cost, \$5,000.
Kansas City—Arch. Chas. A. Smith has plans in progress for Barnes Washington school (28 rooms). Cost, \$100,000. Figures will soon be received for Milton Moore school. Cost, \$65,000.
Thayer—Bids received June 10 for 2-story school. Miller, Opel & Torbitt, Archts., Springfield. Cost, \$22,000.
Mexico—Arch. B. C. Elliott has plans for 2-story school. Cost, \$14,000.
Louisiana—The citizens have voted \$42,000, bonds, for school building.

MONTANA

Bozeman—Plans have been accepted for high school. Fred Willson, Archt.
Butte—The Washington school has been condemned. Special election will be held to vote bonds for new building.
Billings—A girls' dormitory, shop building and domestic science building will be erected. Culbertson—Bids, received for school. Dist. No. 29 at Sheridan. W. S. Hardie, Froid.
Baker—Bids received May 24 for school. Dist. No. 12, Custer County. Pearl Lake, clk.
Hamilton—Bids received May 15 for addition to Jefferson school. Dist. No. 3. W. B. McLaughlin, chm. committee.
Manhattan—Site has been selected for school to be built this summer. Cost, \$25,000.
Billings—Bids received May 29 for two schools. O. E. Jones, clk.
Big Timber—Bids received May 12 for addition to high school.
Roundup—Two-story addition will be built. Plans received May 20.
Worden—Four-room school will be erected. Plans ready May 20.
Dodon—Bonds, \$15,000, have been sold for school. A. J. Barrett, clk.
Deer Lodge—Arch. Ole Bakke, Missoula, will prepare plans for addition to school including a manual training room and a heating and ventilating system. Cost, \$14,000 to \$15,000.
Bozeman—Arch. Fred Willson is preparing plans for addition to the Gallatin county high school, including an assembly hall, manual training rooms, chemistry and physics laboratories, domestic arts rooms and a movable

partition separating the stage from the main part of the assembly.

NEBRASKA

Marquette—School will be erected.
Alliance—Bids received May 5 for school building. D. W. Hughes, secy.
Stella—Agitation has been started for a new school building. Cost, \$10,000.
Omaha—A ten-room building is contemplated as an addition to Saratoga school.
Omaha—The sum of \$100,000 has been appropriated for the Nebraska School for the Deaf. A building will be erected for the living rooms and dormitories to cost \$6,000.
Neligh—Bids received May 6 for school. C. L. Wattles, secy.
North Platte—New schools will be erected for Dist. No. 53 and No. 49.
Omaha—Site has been selected for Clifton Hill school.
Grand Island—Proposals received for 6-room addition to Jefferson school. O. R. Kirschke, Archt.
Hampton—Contract has been let for school. Wilber—Three schools will be erected in Dist. No. 51, No. 85 and No. 11.

NEW HAMPSHIRE

Keene—Archts. Brainerd & Leeds, Boston, have plans in progress for 2-story normal school. Cost, \$75,000.
NEW HAMPSHIRE.
Concord—Bids will be received for 2-story school building (toilet rooms, wardrobes, manual training and assembly hall).
Greenland—An appropriation of \$8,000 has been made for a village school building.
Epping—The sum of \$10,000 has been voted for a new school.

NEW JERSEY

Trenton—Archts. Klemann & Fowler have plans in progress for eight-division school building. Cost, \$30,000.
West Orange—Archts. Dillon, McLellan & Leadel, New York, N. Y., have plans in progress for 2-story high school.
Ocean Grove—School building will be erected for Neptune township. Cost, \$70,000.
West Orange—School Commissioner A. W. Allen has blueprints and plans for a new school at Walker road and Gregory Ave.
Bayonne—Bids have been received for 2-story school. St. Andrew's Church. J. O'Rourke & Sons, Archts., Newark. Cost, \$40,000.
Gloucester City—Arch. C. S. Adams, Philadelphia, Pa., has plans in progress for 4-division school building. Cost, \$50,000.
Wallington—Arch. John Kelly, Passaic, has plans in progress for 8-room school building. Cost, \$20,000.
Milltown—Bids received May 15 for addition to school. D. D. Williamson, Archt., New Brunswick.
New Brunswick—Arch. Geo. S. Drew, Trenton, has plans for a 3-story agricultural college, Rutgers College.
Montclair—A 4-story high school is contemplated. J. G. Rogers, Archt., New York, N. Y. Cost, \$450,000.

Orange—Bids received for alterations and addition to school. A. D. Sneden, Archt., New York, N. Y.

South Boundbrook—Bids received May 19 for 10-room school. A. Pierson, Archt., Perth Amboy.

Kearny—Bids received for 6-room addition to Schools No. 5 and No. 7. Chas. P. Baldwin, Archt., Newark.

Cranford—New bids will be received for school building. D. C. Newman Collins, Archt., New York, N. Y.

Newark—Plans will be shortly received for 2-story preparatory school, Seton Hall College. J. T. Rowlands, Archt., Jersey City. Cost, \$70,000.

Sub-bids are being received for 2-story school, Church of Our Lady of Good Counsel. Edward E. Grant, Archt., Cost, \$20,000.

Bayonne—Archts. Guilbert & Betelle, Newark, have plans for School No. 2. W. T. Tomlin, secy. Cost, \$50,000.

Passaic—A 2-story school is contemplated. M. Gardner, secy. Cost, \$30,000.

Roselle—Arch. Wilson Potter, New York, N. Y., has been selected to prepare plans for school building. H. R. Benedict, pres.

Berlin—Plans and specifications have been received for 8-room school. Bids received June 30.

Atlantic City—Archts. Stout & Reibenack have plans for 4-story school to be erected at Massachusetts and Atlantic Aves.

NEW MEXICO

Raton—Construction work has begun on the new Colfax county high school (auditorium, laboratories, recitation rooms, commercial rooms, drinking fountains). Cost, \$60,000.

NEW YORK

New York—Bids received May 5 for 2-story public school. Cost, \$70,000.
New York—Arch. A. F. A. Schmitt has plans for 2-story school. St. Pius Church. Cost, \$30,000.

Rochester—Arch. E. S. Gordon has preliminary plans in progress for School No. 25. Cost, \$115,000. Archt. E. S. Gordon has plans for one-story School No. 24. Cost, \$100,000.

Syracuse—Figures will be received for 2-story school building (assembly hall, dormitory, library and dining room). Merrick & Randall, Archts., Cost, \$2,000.

Yonkers—Preliminary plans have been submitted for school. Halstead School for Girls. Mary S. Jenkins, Supt. Cost, \$50,000.

Utica—Figures are being received for 2-story school, St. Agnes Church. J. A. Hobbes, Archt., Cost, \$40,000.

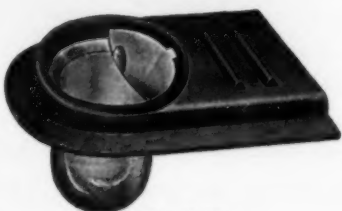
Clean—Bids are being received for 2-story school building. E. E. Jorammon, Archt., Buffalo. Cost, \$35,000.

Katonah—One-story school will be erected. Dist. No. 6, town of Bedford. Cost, \$4,500.

Pawling—Contract will be let for 2-story school, St. John Church. Albert E. Davis, Archt., New York City.

Solvay—Bids received April 29 for school on Bord Ave. and Second St. Garein & Gaggin, Archts., Syracuse.

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Pat. Dec. 18, '08
Pat. Jan. 19, '08

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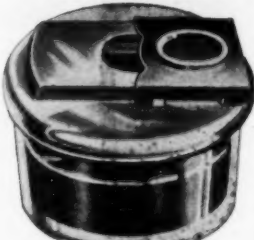
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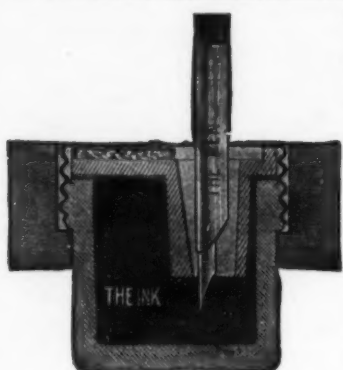
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GRAND RAPIDS, MICH.

Niagara Falls—Bids received May 2 for remodeling of Fifth Street school. Simon Larke, Archt.

Huntington, L. I.—Figures received May 12 for 2-story grammar school. Adden & Parker, Archts., Boston. Cost, \$50,000.
Rochester—Bids received May 14 for 7-room addition to School No. 11. Edwin S. Gordon, Archt.

Binghamton—Figures received June 1 for 3-story school building. C. E. Vosbury, Archt. Cost, \$375,000.

Deposited—The city will vote in July upon the question of a high school building. F. D. Cumming, pres. Cost, \$50,000.

Earlville—Bids received May 17 for school, Joint Dist. No. 2. D. D. Dimmick, clk.
Sherman—School will be erected. Cost, \$35,000.

Jamaica—A 4-story school will be built at Laramore and Yale Sts. Cost, \$140,000.
Castle—Bonds, \$25,000, have been voted for school. G. H. Stratton, chm. board.

Albany—The common council is considering an ordinance for a school building in the Eighteenth Ward. Isidore Wachman, secy. board of contract and supply.

Buffalo—Bids received June 1 for 2-story school and social building, Notre Dame de Lourdes Church. Lansing, Bley & Lyman, Archts. Cost, \$50,000.

Glen Falls—An academy building will be erected. D. L. Robertson, pres. board of trustees. Cost, \$30,000.

Hudson—Plans received June 9 for high school building. C. S. Williams, secy. Cost, \$30,000. Proposals received May 31 for new school and cottages, New York State Training school for Girls. Chas. A. Sussdorf, state architect, Albany.

Castile—Bonds, \$25,000, have been voted for new school.

Manhasset—Archit. Briggs of Plandome has prepared plans for primary school in western section of town.

New York—Archit. G. F. Pelham has plans for 4-story school building, Yorkville Jewish School. Cost, \$40,000. Sub-bids are being received for addition; Up-Town Talmud Torah Association. Cost, \$7,000.

Little Neck, L. I.—Proposals received May 1 for Public School No. 94. C. B. J. Snyder, supt. bldgs.

Niagara Falls—Figures are being received for 3-story school building, Holy Trinity Church. W. H. Zawadzki, Archt. Cost, \$60,000.

Phelps—Archit. J. M. Platt, Rochester, has plans in progress for Union school; \$30,000.

Lockport—Bids are being received for addition. Wm. N. Smith, Archt., New York City.
Olean—Bids received about May 1 for addition to school. E. E. Joralemon, Archt., Buffalo.

Troy—The school board has received bids for addition to Elmwood school.

Frankfort—Proposals received May 3 for school building. Fuller & Robinson, Archts., Albany.

Buffalo—The New York state legislature has appropriated \$300,000 for the completion of the normal school building.

NORTH CAROLINA.

South Mills—Bids received May 12 for high school building. Sayre & Baldwin, Archts., Anderson.

Charlotte—Bids received April 21 for school building in Dist. No. 4, Charlotte twp., near Hoskins Mill. L. A. Asbury, Archt.

Bessemer City—The graded school district will issue \$20,000 bonds, for a school building. C. E. Whitney, attorney.

Pineville—Bids received about July 1 for school building with assembly hall and recita-

tion rooms. L. M. Johnson, act. chm. Cost, \$15,000.

Durham—The Durham county board of education has selected a site for Oakwood school in Carr township.

Kenly—Bonds, \$15,000, have been voted for grade school. H. F. Edgerton.

Raleigh—Bonds, \$15,000, have been voted by the Wake county commissioners for erection of school at Wakeland.

Winston—Construction work will begin on the new Fairview school. Cost, \$20,000 to \$25,000.

Charlotte—Contract will be let for school in Chadwick, R. Station. Cost, \$12,000.

Marion—Contract has been let for school. Cost, \$12,000.

Vanceboro—Contract has been let for school. Cost, \$16,000.

Winston-Salem—Contract has been let for Fairview school on Liberty St. Cost, \$18,000.

NORTH DAKOTA.
Gardner—Contract has been let for school. Carson—Archit. Albert Schippel, Mankato, has plans for 2-story school. S. C. Lane, clk.

Bellevue—Contract has been let for school. Williston—Bids received May 31 for school, Brooklyn district No. 78. A. Van Horn, Archt., Bismarck.

Pillsbury—Bids received June 9 for 4-room school. Haxby & Gillespie, Archts., Fargo.

Grand Forks—Bids received June 4 for school, Dist. No. 36, Avon township.

Salisbury—Bids received May 14 for addition to high school. J. A. Shannon, Archt., Devils Lake.

Battleview—Bids received May 12 for school.

Park River—Bids received May 20 for construction and equipment of a main school building. Walsh county agricultural and Training School. Haxby & Gillespie, Archts., Fargo.

Park River—Proposals received June 7 for main school building, Walsh county agricultural and training school. Haxby & Gillespie, Archts., Fargo.

Ardoch—Addition will be built this year. Mrs. J. M. Bain, clk.

Baldwin—Bids received June 10 for school. A. A. Van Horn, Archt., Bismarck.

Englevalle—Bids received June 16 for school, Dist. No. 15, Ransom county. Hancock Bros., Archts.

Grand Forks—Bids received June 4 for school, Avon township.

Devils Lake—Bids received May 24 for one-story school.

OHIO.

Cleveland—Archts. Walker & Weeks have plans for 3-story high school at Cleveland Heights; \$175,000.

Hebron—Archts. Howard & Merriam, Columbus, have plans in progress for 2-story high and grade school building; \$35,000.

Spencerville—Bids advertised May 14 for one-story school building; \$10,000.

Elgin—Figures received May 2 for one-story school building. B. F. Matthews, Archt., Lima. Cost, \$3,000.

Sycamore—Archit. William Unger, Bucyrus, has plans for one-story school building. W. A. Caughey, Sycamore.

Bellevue—Bids advertised May 21 for 2-room and 4-room additions to schools. M. M. Stophlet, Archt., Toledo.

Richwood—Proposals received May 8 for 2-room school. E. H. Rickett, Archt., Columbus.

New Knoxville—Bids received May 9 for school. B. F. Matthews, Archt., Lima.

Clayton—Bids received May 13 for high school. William McCluer, Archt., Dayton.

Zanesville—Bids received May 17 for 8-room school. C. E. Handshy, Archt.

Lima—Propose erection of addition to west end of high school. Cost, \$45,000.

Youngstown—Contract has been let for addition to school, Martin Luther congregation. Cost, \$10,000.

Niles—Bond election has been called for the erection of a new high school. Mr. Campbell, Supt.

Tiffin—Bids will be received for 2-story school building, Junior Order of American Mechanics. E. H. Dornette, Archt., Cincinnati. Cost, \$40,000.

Palatine—Bids received May 15 for 6-room school. E. J. Mountstephen, Archt., Dayton.

Defiance—Figures will be received for 2-story school building (4 classrooms, wardrobes, auditorium, seating). St. Johns German Catholic Church. Wm. P. Glutner, Archt., Akron. Cost, \$30,000.

Portsmouth—Figures will be received May 22 for 2-story grade school at New Boston. DeVoss & Patterson, Archts., Portsmouth. Cost, \$20,000. Bids received May 22 for 2-story school building to cost \$15,000.

North Jackson—Bids received May 21 for 6-room school. Kling & Zenk, Archts., Youngstown.

Marion—Bids received May 12 for 8-room school. Richards, McCarty & Bulford, Archts., Columbus.

Swanton—Bids received for school and parish house. St. Mary's parish. W. R. Dowling, Archt., Toledo. Cost, \$30,000.

Marysville—Bonds, \$30,000, have been voted for school. Supt. Demorest.

OHIO.

Cincinnati—Proposals received May 26 for alterations and additions to Ranshing Public School and Carthage School. C. W. Handman, bus. mgr.

Millersburg—Bids received May 17 for 8-room school. F. L. Packard, Archt. Cost, \$30,000.

Coldwater—Figures received for 6-room school building and auditorium, Holy Trinity Church. Anthony Kunz, Archt., Cincinnati. Cost, \$20,000.

Bedford—Archit. R. H. Hinsdale, Cleveland, has plans for 4-room school building. Cost, \$20,000.

Pleasant Plain—Archit. E. H. Dornette, Cincinnati, has plans for one-story school building. Cost, \$6,000.

Berea—Bids received for 8-room addition. Badgley & Nicklas, Archts., Cleveland.

Sandusky—Bids received May 17 for school, Dist. No. 2. W. S. Taylor, clk.

Willmington—Proposals received May 24 for school, Wayne township centralized school district. J. H. Hicks, Archt., Washington C. H.

Lancaster—Bids received May 28 for school at Cedar Heights. E. H. Rickett, Archt., Columbus.

Trotwood—Proposals received May 31 for high school and elementary school, Madison township, Montgomery county. Peters, Herman & Brown, Archts., Dayton.

Cleveland—Bids received June 2 for 14-room Addison school. W. E. McCormack, Archt. Bids received June 2 for 12-room school for the deaf. F. S. Barnum, Archt.

Youngstown—Bids received May 19 for Kenard school (auditorium, seating, gymnasium). W. R. McCormack, Archt. Cost, \$145,000.

Mentor—Bids received June 10 for 5-room school. F. C. Warner, Archt. Cost, \$30,000.

Hamilton—Figures received June 15 for 3-story high school (gymnasium and auditorium). Frank Packard, Archt., Columbus. Cost, \$275,000. Revised plans have been prepared for addition to Van Buren school. Geo. Barkman, Archt. Cost, \$35,000.

Mansfield—Sketches have been approved for addition to Bowman school. Vernon Redding, Archt. Cost, \$6,000.

Middletown—A 16-room addition to high school is contemplated this summer. Albert Pretzinger and E. P. Musselman, Archts., Dayton. Cost, \$90,000. Archt. Geo. Barkman, Hamilton, will begin plans for 2-story grade school. Cost, \$50,000.

Johnstown—Archit. F. L. Packard, Columbus, has plans for 2-story addition to school. Cost, \$16,000.

Lees Creek—Bids will be received June 1 for school, Lees Creek Dist. No. 5. Peters, Herman & Brown, Archts., Dayton.

Portsmouth—Proposals received May 22 for 4-room school and an addition to Oak Street school, New Boston. DeVoss & Patterson, Archts., Portsmouth.

Nelsonville—Archts. Howard & Merriam, Columbus, have plans in progress for 8-room school. Cost, \$25,000.

Sugar Creek—Archts. Howard & Merriam, Columbus, have plans in progress for 8-room school. Cost, \$25,000.

Copley—Proposals received June 7 for town-ship school and auditorium combined. Vernon Redding, Archt., Mansfield.

Big Prairie—Proposals received May 29 for one-story school. A. V. Rush, secy.

Spencerville—Proposals received May 21 for one-story addition. Leech & Leech, Archts., Lima.

Niles—Bonds have been voted for 3-story high school. Cost, \$150,000. Bonds have been voted for 2-story addition to grade school. Cost, \$25,000.

Wooster—Figures received June 1 for 2-story addition to school. Henry & Murphy, Archts., Akron. Cost, \$6,000.

Defiance—Bids received June 4 for school. St. John's Church. Rev. J. P. Gloden.

Milford—The site is being prepared for the construction of the new school to cost \$50,000.

OKLAHOMA.

Cushing—Bids received May 25 for 3-story school building. F. E. Fagerquist, Archt. Cost, \$25,000.

Lawrence—Bids received May 12 for school building. Cost, \$12,000.

Locust Grove—Bids received May 23 for 2-story school building, Dist. No. 17. C. H. Sudhoelter & Co., Archts., Joplin, Mo.

Blue Jacket—Bids received May 10 for 2-story school, Dist. No. 20, Craig County. A. H. Mott, Archt., Sand Springs.

OREGON.

Sweet Home—Archts. Crandall Bros., Lebanon, will prepare plans for 6-room high school. Yamhill—The new Bishop Scott school will be erected northwest of the city. Buildings and landscape work will cost \$20,000.

Sublimity—Archts. Emil Schacht & Son have completed plans for a two-room school.

Union—Bids received for 8-room school. J. L. Slater, Archt., Eugene.

Richland—School will be erected. Cost, \$7,000.

Portland—Bonds, \$7,500, have been voted for new school in Sellwood district.

Kerby—Contract has been let for addition to school, including an assembly room, recitation room, cloakroom and principal's office.

Lebanon—Bids received May 12 for school. J. M. Buternshaw, Lebanon, designer.

Eugene—Proposals received for high school. Cost, \$40,000.

Yoncalla—Bids received May 10 for erection of school, Dist. No. 32. J. J. Meinzer, clk.

Portland—Contract has been let for construction of Hoffman school.

Portland—Bids received May 14 for work on Kenyon school. R. H. Thomas, clk.

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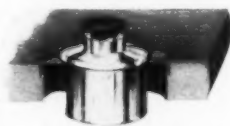


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CHICAGO, ILL.

Myrtle Point—Bonds have been voted for 2-story high school. Cost, \$15,000.
Halfway—Contract has been let for a union high school. Cost, \$6,000.
Roseburg—Bids received May 10 for school building. J. J. Meiner, clk.
Sweet Home—Plans have been accepted for a union high school. Cost, \$6,000.

PENNSYLVANIA.

Williamsport—Bids received May 6 for 3-story high school. E. E. Joralemon, Archt., Buffalo. Cost, \$200,000.
Carlisle—Archt. C. H. Lloyd, Harrisburg, has plans in progress for 3-story high school. Cost, \$200,000.
Monessen—A combined grade school and high school is contemplated. Dr. Dill, dir. board. Cost, \$125,000.
Harrisburg—Archt. Geo. H. Grove, Harrisburg, has plans in progress for 8-room school building. A. M. Smith, pres. Cost, \$25,000.
Plymouth—Archts. Schermerhorn & Phillips, Philadelphia, have plans in progress for 8-room school building. Cost, \$20,000.
Hastings—Bids received for 6-room school. St. Bernard's Church. Cost, \$16,000.
Howard—Archt. Robert Cole, Bellefont, has received bids for one-story school, Howard township. Cost, \$3,000.
Huntingdon—Archt. J. H. Hall has plans in progress for 2-story school building. E. R. Barclay, Supt.
Fort Wayne—Archts. Schermerhorn & Phillips are preparing revised plans for school in Upper Dublin twp.

Haverford—Figures are being received for 2-story school for the Haverford Meeting school. Bailey & Bassett, Archts.
Bryn Mawr—Archts. Bally & Bassett, Philadelphia, are revising plans for 3-story addition. Cost, \$25,000.

Plymouth Meeting—Two-story school will be erected. Schermerhorn & Phillips, Architects, Philadelphia. Cost, \$20,000.
Plain Grove—Figures received May 20 for 5-room school. C. C. & A. L. Thayer, Archts., New Castle. Cost, \$15,000.

New Castle—Bids received for 5-room Polish school. Frank Foulk, Archt. Cost, \$15,000.
Port Washington—Archts. Schermerhorn & Phillips, Philadelphia, have plans in progress for one-story school building. Cost, \$15,000.

Kleinfeltersville—Archts. Stetler & Mengel, Wyomissing, have plans in progress for 4-room school building. Cost, \$10,000.
Dunmore—Four-room addition will be built for School No. 12. F. J. Miller, Archt., Scranton.

Maryd—Bids received May 20 for addition to school. Schuykill twp. B. C. Osler, Archt.
Corry—Bids received May 7 for addition to Concord school. A. P. Mount & Son, Archts.
Koppel—Contract has been let for 4-room school. Cost, \$18,000.

Pittsburgh—Site has been selected for high school at Center and Bellefield Aves.
Glenlyon—Figures are being received for 8-room school. A. J. Lathrop, Archt., Wilkes-barre.

Edwardsville—Archt. J. A. Boyle, Kingston, has plans in progress for 2-story high school. Cost, \$50,000.

Wyoming—Proposals received May 19 for high school. Pettibone & Lewis, Archts., Wilkes-barre.

Duquesne—Bids received May 22 for high school. Carlisle & Sharrer, Archts., Pittsburgh.
Old Forge—Archt. J. S. Duckworth, Scranton, has plans for alteration to school building.
Laplume—Bids received May 24 for 2-story school. R. H. Harris, secy.
Grafton—Figures are being received for 2-story high school. P. C. Dowler, Archt., Pittsburgh.

Dunmore—Two-story school building will be erected for School No. 12 (add.). F. J. Miller, Archt., Scranton. Two-story school building will be erected for School No. 8 (add.).

Oreland—Bids received May 20 for one-story school building, Upper Dublin township (add.). Schermerhorn & Phillips, Archts., Philadelphia. Cost, \$5,000.

Morgantown—Figures received May 22 for administration building (alt.). T. E. Billquist, Archt., Pittsburgh. Cost, \$30,000.

Philadelphia—Archt. J. Horace Cook has plans for 3-story school to be erected at Grange and Thirteenth Sts. and Park Ave. Cost, \$169,000. Site has been purchased at Germantown Ave. and High Street for a high school in the suburb of Germantown. Cost, \$175,000.

Yardley—Archts. Heacock & Hokanson have plans for a 4-room school.

State College—Proposals received May 23 for a 5-room high school building in Highland Park Addition. Shollar & Hirsch, Archts., Altoona; T. I. Mairs, secy.

SOUTH CAROLINA.

Chappells—The school district voted \$6,000, bonds, for the erection of a school.

Florence—Bids received April 25 for negro school. W. J. Wilkins. Cost, \$10,000.
Latta—Archts. Sayre & Baldwin, Anderson, have plans for school. Bids received June 1. Cost, \$10,000.

Alken—Bids received May 12 for school building, Aiken Institute. G. L. Preacher, Archt., Augusta, Ga.

SOUTH DAKOTA.

Altamont—Bids received May 3 for school. Dist. No. 32. F. J. Erichsen, clk.

Watertown—Bids received May 5 for school. M. A. Hockman, Archt.

White Rock—Bonds, \$5,200, have been voted for school to cost \$7,000.

TENNESSEE.

Paris—Bids received in thirty to sixty days for 12-room school. J. M. Freeman, Mayor. Cost, \$20,000.

Chattanooga—Archt. R. H. Hunt has completed plans for a 2-story grammar school. Cost, \$15,000.

Kingston—Roane county voted \$25,000, bonds, for the erection of new schools.

Memphis—The city plans to issue \$40,000, bonds, for the rebuilding of Prescott school.

TEXAS.

Wichita Falls—Bids received for school in factory addition.
Dallas—Ursuline Academy will erect a two-story addition. Cost, \$10,000.

Kingsbury—The city has voted a bond issue to erect a school. Address Mayor.

Mission—The city has voted bonds for school improvements. Address Mayor.

Paris—The city has voted \$65,000, bonds, for erection of schools. Address Mayor.

Richland—The school district will vote on bonds for school.

Rosenberg—Bids received April 23 for high school. M. L. Waller, Archt., Fort Worth.

Seguin—The independent school district will vote on a bond issue for a high school.

Dallas—Six-room school building is to be erected for East Dallas.

Bartlett—High school will be erected. Address Mayor. Cost, \$15,000.

Kingsville—Addition will be built for King school; also a new Mexican school and ward school. Cost, \$40,000.

Reagan—Bids received May 12 for 2-story school. Van Slyke & Woodruff, Archts., Fort Worth.

Waco—Contract will be let for 2-story school in North Waco.

San Leon—Plans are being considered for new school to be erected this summer. Cost, \$6,500.

Edna—Plans have been selected for north side school.

Athens—Bids received May 15 for 3-story high school. Geo. Burnett, Archt., Waco. Cost, \$35,000.

Graham—City will build addition for high school. Cost, \$10,000.

Livingston—\$7,000, bonds, will be voted for school improvements.

Plainview—Denton County, School Dist. No. 39 has voted \$4,000, bonds, for school.

Mertzon—Bonds, \$3,000, are to be voted on for completion of school.

San Marcos—The State Normal School has an appropriation of \$7,500 for improvements to school.

Star—Bonds, \$6,000, will be voted on for erection of school. R. W. Bass, pres.

Tarkington Prairie—Bonds, \$3,000, have been voted for school.

Overton—Bids received May 13 for one-story school. A. O. Watson, Austin, Tex., and C. G. Lancaster, Marshall, Tex., Archts.

Harlandale—Bids received May 8 for 2-story school for Chapel Morril Dist. No. 40. H. T. Phelps, Archt., San Antonio.

Waco—Proposals received May 21 for additions and alterations to South Eighth Street school. M. W. Scott & Co., Archts.

Bogata—Contract has been let for 6-room school. Cost, \$12,000.

Huntsville—Contract has been let for gymnasium, Houston State Normal School. Cost, \$25,000.

Hallsville—Bonds, \$3,000, have been voted for school.

Amherst—Contract has been let for 2-story school. Cost, \$15,000.

Abingdon—Contract let May 5 for school. Central District School Board. C. B. Kearfoot, Archt., Bristol. Cost, \$11,500.

Konnarock—Contract let May 17 for 2-story school. C. B. Kearfoot, Archt., Bristol. Cost, \$6,000.

Wichita Falls—Bids received for school in factory addition.

Dallas—Ursuline Academy will erect a two-story addition. Cost, \$10,000.

Kingsbury—The city has voted a bond issue to erect a school. Address Mayor.

Eveline—Bids received May 3 for school building, Dist. No. 36 in Lewis county. S. W. Porter, clk.

Connell—The school board is planning the erection of a school. Cost, \$18,000.

Spokane—Bids received April 23 for school building in Terrace Park addition. R. C. Sweett, Archt.

Lacey—Work will begin this summer on a new four-room school to include domestic science and manual training departments.

Granite Falls—The school board is planning the erection of a school near the Scherrer ranch.

Benge—Two-room school will be erected.

Harrington—Bids received May 15 for high school. W. S. Thompson, clk.

Coulee—School building is proposed. Cost, \$12,000.

Addy—Archt. D. H. Kemple has been secured to prepare plans for an addition and the remodeling of the school building.

Aberdeen—Archt. C. E. Troutman has plans for school in West End. Bids received immediately.

Mt. Vernon—The school board is planning the erection of a manual training building.

Bellingham—Archt. Lee will prepare plans for addition to training school on the State Normal campus.

Adrian—Bids received May 21 for 2-story school. Chas. A. Anderson, clk.

Camas—Bids received May 23 for 2-story school, Dist. No. 53. F. B. Barnes, clk.

Bellingham—Plans have been prepared for a 3-story school, Church of the Assumption. Cost, \$30,000.

Columbia—The citizens are contemplating the erection of a new school.

Ephrata—Bonds, \$25,000, have been voted for a new school.

WEST VIRGINIA.

Moundsville—Bids will be voted on for the erection of a district high school in Webster district.

Paw Paw—Bids received May 8 for school, Cacapon Dist., Morgan county. Holmboe & Lafferty, Archts., Clarksburg.

Welch—Bids will be received for twenty one two-story school buildings. W. B. Smith, Archt., Huntington. Cost, \$150,000.

Davy—Archt. W. B. Smith, Huntington, has received bids for 6-room school building. W. C. Cook, Supt.

Twin Branch—Bids will be received for 6-room school building. W. B. Smith, Archt., Huntington; W. C. Cook, Supt.

Glenville—Bids received June 1 for 2-story high school. Holmboe & Lafferty, Archts., Clarksburg. Cost, \$15,000.

WISCONSIN.

Milwaukee—Archt. A. V. Wiskocil has plans in progress for school building, St. Stephen's Church. Proposals received for addition to Broom Street addition.

West Allis—Proposals received April 23 for addition to Washington school. L. F. Fish, city clerk.

Elton—Bids received May 1 for school, Dist. No. 7, town of Evergreen.

Madison—Bonds are asked for the purpose of building a school on Fair Oaks site.

Eau Claire—A new normal school will be built.



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Reasons Enough.

There is much material for thought in the following "reasons for the increase of neurasthenia among teachers," which appeared originally in the Chicago Tribune:

"Where was Lincoln shot?" "In the moving picture show."

"Gravity is the atmosphere which is trying to pull the earth up."

"There are two kinds of verbs, verbs and adverbs."

"The Father of Waters sent some missionaries to find the Mississippi river."

"The skin is composed of minute cells. They are called minute cells because they keep falling off every minute."

"Vestal virgins is a college for girls."

Queer Fellows.

One very well-known character at Oxford used to say that modern undergraduates were sadly inferior to their predecessors, who had constantly employed him when they went out with gun or rod. He is quoted in "Tit-Bits":

"There's a very idle set of gentlemen at the University nowadays. They never shoots; they never goes a-fishing. They does nothing—nothing but read, read, read, from morning till night."

Convincing.

Teacher—Willie, give three proofs that the world is actually round.

Willie—The book says so, you say so, and ma says so.

**Her Punishment.**

Visitor—Why, Mrs. Principal, what are you going to do with all those geese?

Mrs. Principal—O heavens! Yesterday, I scorched the goose for dinner, and now as punishment, I must roast twenty-five geese.

—Meggendoerfer Blaetter.

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Cured.

At the bidding of the school authorities in a certain country town, a doctor visited the local schools and examined the eyes of the children. The teacher next day sent a note to the mother of one pupil, saying that he was "imperfect optically."

Next day Johnnie brought back a reply to the teacher, which read:

"The old man whacked Johnnie last night, and I took a hand at him again this morning, so I think you will find him all right now."

Good Question.

There was a meeting of the new teachers and the old says a writer in Everybody's. It was a sort of love-feast—reception, or whatever you call it. Anyhow, all the teachers got together and pretended they didn't have a care in the world. After the "eats" the symposiarch proposed a toast:

"Long Live Our Teachers!"

It was drunk enthusiastically. One of the new teachers was called on to respond, and modestly accepted. His answer was:

"What on?"

Die Englische Sprache.

"Die Englische Sprache ist zu schwer," klagte die kleine Edith. "Immer schreibt man anders, als man ausspricht. Da gibt es zum Beispiel einen Dichter, der heisst Dickens und man schreibt ihn Boz!"

It was after the distribution of prizes at the end of the school term.

"Well, did you get a prize?" asked Johnny's mother.

"No," answered Johnny; "but I got horrible mention."

Why Boys are Brave.

To his teacher's request that he give the class ideas on the subject of "Bravery," little Johnny delivered himself of the following:

"Some boys is brave because they always plays with little boys, and some boys is brave because their legs is too short to run away, but most boys is brave because somebody's lookin'."

Her True Bent.

"Professor," said Miss Skylight, "I want you to suggest a course in life for me. I have thought of journalism—"

"What are your own inclinations?"

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June Fever.

—Kemble in N. Y. Sun

"Oh, my soul yearns and throbs and pulsates with an ambition to give the world a life-work that shall be marvelous in its scope, and weirdly entrancing in the vastness of its structural beauty!"

"Woman, you're born to be a milliner."

The Subject of His Lecture.

A charming young woman was making an effort to entertain a brilliant lecturer. She was well up on social repartee, but some way she could think of nothing to interest the studious man.

"What is your lecture of this evening to be about, professor?" she asked.

"I am going to lecture on Keats," he replied. She was silent for a moment and then she asked: "Professor, tell me what are keats?"

"What State do we live in?" asked the teacher in the primary geography class.

And little Elmer, thinking of his Sunday-school catechism, promptly replied: "In a state of sin and misery."

The class in arithmetic was up for duty. One of the pupils, a rather stupid boy, watched the teacher's blackboard work with keen interest. The teacher did several sums on the board especially for this pupil, then asked:

"Well, Andrew, do you understand the examples that I have just been doing?"

"No, sir, but I'd like to ask a question about them."

"Very well; what is it, Andrew?"

"Where do the figures go," Andrew demanded, "when they are rubbed out?"

Bound To Go Up.

"Has the son you sent away to college got his degree yet?"

"I should say so. Why, he wrote last week that the faculty had called him in and given him the third degree. That boy's ambitious."

High School Buildings

By WM. C. BRUCE

A Plan Book for School Boards—Get a Copy

Educational Trade Directory

The names given below are those of the leading and most reliable Manufacturers, Publishers and Dealers in the United States. None other can receive a place in this Directory. Everything required in or about a schoolhouse may be secured promptly and at the lowest market price by ordering from these Firms.

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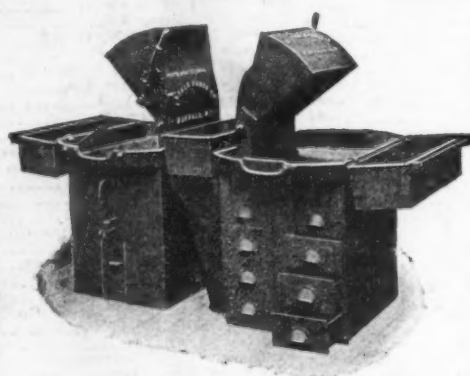
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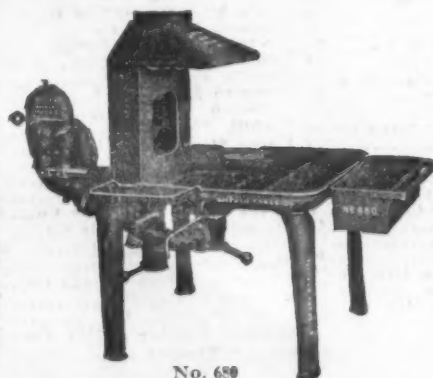


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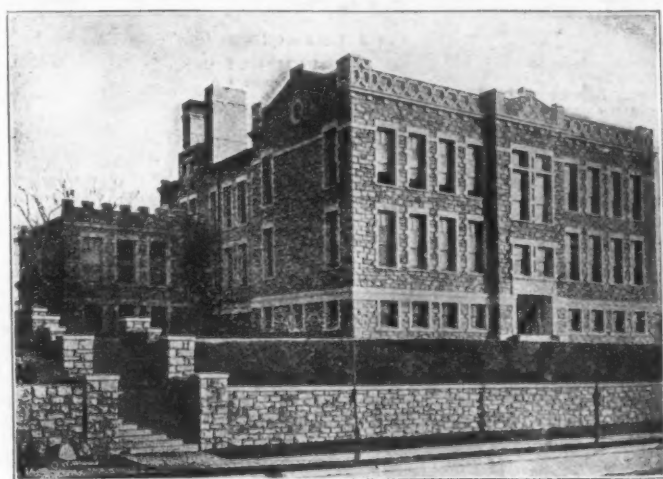
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